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ABSTRACT

More than 1,000 students received additional reading help in elementary schools of the Fairbanks North Star Borough, Alaska, during the 1998-1999 school year as part of the Elementary Reading Improvement Initiative (ERII). Additional resources were allocated to support reading and school development and to implement reading programs based on their educational expertise and the needs of the school populations. Many positive things came out of the program, as student test scores show, and the people involved in the program (tutors, teachers, and parents) confirmed it with praise and positive feedback. ERII students increased, on the average, 1 year's worth of growth in reading in the 6 months covered by this evaluation. Among the factors contributing to program success were the use of tutors, including retired teachers. Three appendixes, comprising the majority of the document, contain individual program descriptions for the 19 ERII schools, samples of record-keeping forms, and information about reading programs and strategies used in the ERII. (Contains 38 tables.) (SLD)

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ED 441 804

Fairbanks North Star Borough School District

Preliminary Report on the Evaluation of the Elementary Reading Improvement Initiative (ERII)

1998-99 School Year

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Fairbanks North Star Borough School District

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Preliminary Report on the Evaluation of the Elementary Reading Improvement Initiative (ERII)
1998-99 School Year

Introduction and Background

Over 1,000 students received additional reading help in elementary schools during the 1998-99 school year. Additional resources were allocated to support reading in the elementary schools. Schools developed and implemented reading programs based on their educational expertise and careful consideration to the populations served by each of their school communities.

Guidelines developed by the administration required that each school's reading program directly address the School Board goal to *"develop programs and focus resources to ensure that all students can read at grade level by third grade."* The program became known as the Elementary Reading Improvement Initiative (ERII). The schools were asked to provide a plan for improving reading performance for a focus population of approximately 50 students in each school. The program emphasized improving reading performance for students (primarily in grades 1-3) who were below grade level in reading.

Reported here is the preliminary student achievement information. Appendix A gives descriptions of each school's program and provides summary achievement information. Appendix B provides descriptions of record-keeping forms developed by school staff and used in ERII programs. Appendix C is a collection of information about particular reading programs or strategies that schools referred to in their program descriptions.

Measuring Student Progress

One important aspect of the ERII was the pre- and post-testing of the students receiving additional reading instruction. In August 1998, a committee reviewed samples of different reading assessments which could be used as a pre- and post- measure with targeted students in the ERII program. It was decided that students should be given an individually-administered, diagnostic reading assessment which would provide as much information as possible about the child's skills. An instrument that had been nationally normed on a wide range of school age children was desirable. We also wanted to have a simple way of reporting results, and national percentiles and grade-equivalent scores are familiar to many parents who have experience with norm referenced achievement tests such as the district's CAT. Another consideration was the availability of a computerized scoring program that would allow results to be reported back to the schools quickly. This was important to the timeline of the project, since either sending tests to a testing company for scoring (like we do for the CAT) or hand-scoring would result in a delay in getting results back to schools.

A test that fit all the above criteria and was thus selected for use in the program is the Woodcock Diagnostic Reading Battery (WDRB). The WDRB was developed by Dr. Richard W. Woodcock. The test is new -- first published in 1997 and distributed by the Riverside Publishing Company. The reading achievement subtests include sections on letter-word identification, word attack, reading vocabulary, and passage comprehension. These subtests result in separate scores for basic reading skills and comprehension, and an overall total reading score.

The evaluation of the reading program looked at student achievement based on national percentiles (with 50 meaning "average performance") and grade equivalency scores (for example, a second grader at the beginning of the school year would be expected to score at a GE of 2.0). Most children who participated in the program as the "targeted" ERII students were below grade level in reading on their fall pre-test.

Number of students pre-tested

For four weeks beginning September 21, 1,051 students were pre-tested using the WDRB. The computerized scoring program allowed principals to receive results within one or two days of the testing. If a student was below the 50th percentile on their total reading score, they qualified to be one of the 50 students to be evaluated in the program. This does not mean other students were not served in the ERII across the district. However, students who needed extra assistance in reading due to their "below grade level" performance were the ones who were included in the district's pre- and post-testing.

Schools selected students for the program in a number of ways. Students in grades 3 through 6 who showed a below average reading score from the Spring 98 California Achievement Test were listed for consideration by the principals. Teacher recommendations resulted in a large number of referrals to the program, along with some parent requests. Some schools did their own screening of students, especially the first and second graders who were coming into the 1998-99 school year without standardized test data. Screenings included teacher-made skills checklists, informal reading inventories, formal assessments (such as the Brigance), Dolch word lists, and other school-based and classroom-based assessments.

The district hired a team of 20 testers (most of whom were retired teachers from our district) to go out to the schools and pre-test the selected students. Testers received nearly eight hours of training from consultant Dr. Laurie Ford, who was recommended by the Riverside Publishing Company. This individual has done extensive work with both the diagnostic reading battery and the Woodcock-Johnson (Revised) tests which are often used to discover particular areas of difficulty for children referred to special education. Dr. Ford had worked personally with Dr. Woodcock on norming the WDRB, and was experienced in training people to use the instrument, score the subtests, and interpret the results.

Results of pre- and post-tests from the WDRB

The following section presents pre- and post-test data and districtwide growth scores for students across the district who participated in the Elementary Reading Improvement Initiative. As shown in the table, most ERII students were in the primary grades 1, 2, or 3. Table 1 presents achievement information based on the "Total Reading" score achieved from fall 1998 and the achievement scores for the same students in spring 1999. **Results for individual schools** can be found in a table immediately following each school's program description in Appendix A.

Table 1

Overall Districtwide Results for ERII Students
Based on Scores Received on the
Woodcock Diagnostic Reading Battery

		Total Reading scores based on National Percentiles and corresponding Grade Equivalent scores					
Grade levels of students	# students	Pre-test results		Post-test results		Actual Growth in GE Scores	Expected Growth in GE Scores
		Median NP	Average GE	Median NP	Average GE		
First	203	13	K.5	38	1.6	+1.1	+0.6
Second	312	25	1.5	45	2.6	+1.1	+0.6
Third	212	29	2.3	41	3.4	+1.1	+0.6
Fourth	40	29	3.0	37	4.0	+1.0	+0.6
Fifth	24	39	4.2	45	5.3	+1.1	+0.6
Sixth	8	35	4.8	41	6.1	+1.3	+0.6
Total	799	24	1.7	41	2.7	+1.0	+0.6

Scores reported above are for students who had both a pre-test and a post-test score, and who were enrolled in the same school from October to April. Normal growth in the GE (grade equivalent) score from October to April is +0.6.

The individual school results in Appendix A include a summary table for the total reading score on the Woodcock Diagnostic Reading Battery. The average grade-equivalent (GE) score is reported for both pre-test and post-test for each grade in the school. A median national percentile (NP) rank is also included. Finally, an average growth in GE score was computed for each grade level. The expected growth between October and April is +0.6 GE. The summary tables only include those students who were enrolled in the school continuously from October to April. A more detailed analysis of transfer students will be conducted and reported in the comprehensive report. In addition to the summary table for each school, a complete listing of the individual student's scores is also provided. All identifying information has been excluded to protect student confidentiality. In some schools, students were combined together across grade levels to avoid possible identification of individual students.

Parents were informed of their child's test results and progress made in the ERII program. Conferences were encouraged as a way to communicate more specific information about a child's progress. A review of the individual student scores shows differences in the amount of improvement in reading skills among children. There are many factors that affect student performance such as student attendance in school, participation in special programs, amount of support received at home, completion of homework activities and classroom assignments. Some of these factors will be explored in the comprehensive evaluation report that will be prepared this summer. A "Share Fair" to be held in the fall will provide an opportunity for schools to share aspects of their ERII programs.

Summary

Many positive things came out of the Elementary Reading Improvement Initiative this year. The test scores show it, and people involved in the program -- tutors, teachers, and parents, confirmed it with praise and positive feedback. Test results on a district-wide basis show that ERII students increased, on average, **one year's worth of growth in reading within the six month period covered by this evaluation**. Many students have experienced success in reading for the first time.

Looking back on the year and reading through the school profiles, there appear to be several factors which contributed to the success of ERII. **Tutors** provided many students with individual, one-on-one attention to guide their learning and their practice with reading. Other students benefitted from instruction in small groups addressing specific instructional goals. Students need and received consistent reinforcing of new skills, if not daily, then several times a week. Numerous adults were hired to tutor and mentor students, document their growth, and meet their individual needs. In many ways the ERII program allowed these extra adults (and sometimes high school students) to fill a gap that could not always be filled by a classroom teacher.

The ERII created opportunities for the district to re-tap the expertise of **retired teachers** in our community. While it is difficult to measure the value on the contributions made by this group in support of the ERII program, principals told of the significance of these individuals to the success of their programs. From classroom management skills to basic reading skills, from writing lessons to motivational strategies, the district received a tremendous amount of support for the ERII through these trained and competent individuals.

Schools planned **staff development** activities around reading programs and strategies. Staff in the Title 1 Office of Special Programs were extremely helpful in training tutors and teachers in effective reading methods and strategies which supported ERII efforts. At the same time, the implementation of the new language arts curriculum focused on reading and writing instruction across the district's elementary schools for all students.

Additional resources allowed schools to purchase a range of **materials**, such as leveled books, book sets, recorded books, computer software, and reading reinforcement games and activities.

None of these factors which made ERII so successful for students during the 1998-99 school year would have been possible without the additional resources provided to our elementary schools. The district is pleased to celebrate each student's success in reading, and the commend the hard work of the school staff in developing and implementing reading programs this year.

Appendix A

Elementary Reading Improvement Initiative
Individual School Program Descriptions
and WDRB Pre- and Post- test Results

Anderson Elementary School

ERII Program Description

The Elementary Reading Improvement Initiative at Anderson Elementary looks like an extension of an already proven successful schoolwide program. The additional resources provided for ERII allowed Anderson to offer one-on-one tutoring to second graders who needed additional assistance in acquiring and developing reading skills. ERII does not look like a program that is separate from the existing Success For All program. Rather, all extra resources went toward meeting the school goal of improving reading for all students.

What were some of the key components of the program?

1. *Tutoring.* ERII resources were used in large part to provide tutoring to second graders who had been identified as struggling readers. Many students had SFA tutoring as first graders, and the second year of tutoring boosted their skills even further. Six parents and 1 high school student were hired as tutors. The tutoring program was phased in as tutors were trained. Tutors received weekly training from the program facilitator (also the SFA coordinator). In fact, the coordinator developed tutoring lessons for every 2nd grade lesson, using a combination of both the SFA materials and the new Scholastic *Literacy Place* materials. Each Monday, tutors received training on specific skills and strategies directly applicable to the lesson they would be teaching. Second graders were taken out of the regular classroom once each day for their tutoring lesson.

2. *Involvement of parents/families.* Parents were invited to three "Raising Readers" sessions: one in September, one in October, and one in November. Teacher contracts were extended in order to accomplish this goal. The purpose of the sessions was to show

parents ways to support their child's learning at home. Teachers modeled a reading lesson for the parents and talked about what happens with children as they acquire and develop the ability to read. Then the parents did a lesson and corresponding activity with their child. Parents were able to see and then practice a lesson devoted to writing as it relates to reading. They were able to see and then practice different parts of a reading lesson. Parents were also instructed in ways to encourage thinking skills and understanding in what is read. These parent meetings went beyond supporting reading at home by reading a book with your child. It also incorporated ways to develop listening and comprehension skills, and how to ask questions. Anderson has developed a lending library for families that includes questions about the book that parents can ask their children.

20-minute tutoring sessions for the 50 identified second graders occurred daily, structured like this:

5 minutes:	review of a particular concept or skill
1 minute:	drill (for example, initial consonants, ending sounds)
7 minutes:	review of what child is going to learn that is new
7 minutes:	writing component which helps child understand the written word has meaning

3. *The writing process.* Second graders learned the steps of the writing process, with the purpose in mind to eventually publish their work on a web page. All second grade teachers received training in web page publishing.

Staff development

The program facilitator at Anderson received the "training for trainers" in the Australian First Steps . She will be training teachers at Anderson in First Steps strategies.

A mentoring program allowed new teachers to observe experienced, master teachers in action. This led to peer coaching and guided practice for the new teachers at Anderson. Observing other teachers and peer coaching occurred during the entire first quarter of the school year.

Second grade teachers received training on publishing student work on web pages, using the latest computer technology.

Teachers received training on the writing process.

Inservices were provided so staff could learn how to use the new Scholastic *Literacy Place* materials effectively with students.

Assessing Student Progress

All students, including the 50 identified for ERII, received 8-week assessments as part of the Success For All program.

Overcoming Challenges

Scheduling the students, and making sure they got to their tutoring sessions, was one challenge. The staff developed a model called "time trappers" and if a child was at their tutoring session on time for 20 days in a row, they could attend a pizza party. For any 20 days of on-time attendance (not necessarily in a row) the child could draw a prize from a treasure box. This provided terrific incentive to students to regularly attend their tutoring sessions and be there on time.

Identifying factors that contributed to success

The major factor contributing to this school's success was the attitude of the entire school community – teachers, parents, and children. The principal, Shari Merrick explains, "There is ownership in the program and in the goals set for students. Buy-in is very important, and at Anderson, the staff has bought in. People care. Staff and parents feel empowered. Parents know they are part of the process of educating their children. And we communicate the importance of the parent's role all the time."

If you had to do it over again...

We need to do more of the things we already do. Regarding student assessment, we need to do more diagnosis of students and their needs. I would like to see the word processing aspect extended down to Kindergarten. We could use more training on how to recognize emergent writing. We need to find more ways to connect with parents.

Feedback from tutors, parents, teachers, students

The second grade teachers are very motivated, and this year they did far more than was ever expected of them. Tutors felt very much a part of the program. We found space for them in the building, and they made it their own.

Thanks to Shari Merrick for providing information about the ERII program at Anderson Elementary School.

Results for Anderson ERII students

Based on Scores Received on the

Woodcock Diagnostic Reading Battery

		Total Reading scores based on National Percentiles and corresponding Grade Equivalent scores					
Grade levels of students	**# students**	**Pre-test results**		**Post-test results**		**Actual Growth in GE Scores**	**Expected Growth in GE Scores**
		Median NP	**Average GE**	**Median NP**	**Average GE**		
First	n/a	--	--	--	--	--	--
Second	43	28	1.6	48	2.8	+1.2	+0.6
Third	n/a	--	--	--	--	--	--
Fourth	n/a	--	--	--	--	--	--
Fifth	n/a	--	--	--	--	--	--
Sixth	n/a	--	--	--	--	--	--
Total	43	28	1.6	48	2.7	+1.2	+0.6

Scores are for students who had both a pre-test and a post-test score, and who were enrolled in the same school from October to April. Normal growth in the GE (grade equivalent) score from October to April is +0.6.

Distribution of Student Total Reading Scores

Anderson-Second Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
30	2	.2	1.7	1.9	35	26
30	2	.4	1.7	2.1	36	33
30	2	.5	1.2	1.7	13	21
30	2	.5	1.4	1.9	24	27
30	2	.5	1.1	1.6	8	16
30	2	.5	1.4	1.9	21	29
30	2	.6	1.3	1.9	18	26
30	2	.6	1.7	2.3	33	40
30	2	.7	1.2	1.9	13	29
30	2	.7	1.7	2.4	36	42
30	2	.7	2.0	2.7	47	53
30	2	.8	2.0	2.8	47	56
30	2	.8	1.4	2.2	24	38
30	2	.8	1.4	2.2	22	38
30	2	.9	1.5	2.4	28	42
30	2	.9	1.3	2.2	19	37
30	2	1.0	1.1	2.1	9	35
30	2	1.0	1.5	2.5	28	47
30	2	1.0	.7	1.7	3	21
30	2	1.0	1.7	2.7	35	53
30	2	1.1	1.5	2.6	25	48
30	2	1.1	1.4	2.5	21	47
30	2	1.2	1.3	2.5	18	47
30	2	1.2	1.0	2.2	6	38
30	2	1.2	1.5	2.7	27	53
30	2	1.2	1.4	2.6	23	48
30	2	1.3	1.9	3.2	42	70
30	2	1.3	1.9	3.2	45	70
30	2	1.4	2.4	3.8	66	83
30	2	1.4	1.5	2.9	28	59
30	2	1.4	1.7	3.1	33	67
30	2	1.5	1.9	3.4	45	75
30	2	1.7	1.8	3.5	39	77
30	2	1.7	1.4	3.1	20	64
30	2	1.7	2.5	4.2	71	88

Distribution of Student Total Reading Scores

Anderson-Second Grade (continued)

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
30	2	1.8	1.6	3.4	31	75
30	2	1.8	1.3	3.1	17	64
30	2	1.9	1.1	3.0	10	62
30	2	1.9	1.1	3.0	7	62
30	2	2.0	2.7	4.7	76	93
30	2	2.1	2.0	4.1	48	86
30	2	2.2	2.4	4.6	66	92
30	2	2.6	1.5	4.1	28	86

Anne Wien Elementary School

ERII Program Description

The ERII at Anne Wien Elementary focused around 50+ identified children who received tutorial instruction from the end of October to the middle of May. The program was coordinated by a program facilitator (hired in mid-October) who oversaw scheduling and provided ongoing support. The five tutors were hired and began working with students at the end of October. At any time during the school day, visitors to Anne Wien would see tutors working with one or more students in the commons area or hallways, or talking with teachers about their students. The tutors each worked 2.5 hours per day. Students read with their tutors, read to their tutors, and played learning games to reinforce particular reading skills. First and second graders were tutored (sometimes in small groups of 3 or 4) for 30 minutes each morning, or for shorter periods one-on-one. Support for third graders was provided during the afternoon.

What were some of the key components of the program?

1. *Consistency of daily tutorial instruction AND the individualization based on both grade level and student needs.* The principal and reading program facilitator both emphasized the wonderful progress made by the students in the tutorial program – and they weren't the only ones who noticed. Classroom teachers could also see progress, confidence, and enjoyment on the part of the students. Four of the five tutors hired in October stayed the full year, allowing for consistency and, across time, trust building with the children. Tutors had staggered schedules, and on the rare occasion that a tutor was absent, the facilitator conducted the lesson. The facilitator developed many learning games to reinforce reading skills, such as phonics, word attack with particular endings or sound blends, and concentration for word recognition. The tutors were described as "self-

motivated and reliable." And, as the program coordinator pointed out, "For many children, 15 minutes of one-on-one attention may be the only one-on-one attention they receive."

2. *The reading program facilitator.* The principal at Anne Wien believes much of the program's success can be attributed to the reading program facilitator. A retired teacher with a wealth of knowledge and many years of experience, she was "key in developing and implementing this program for us."

3. *The cooperation and support of the teachers.* Teachers have been very supportive of the tutoring program. The challenge of having children leave the classroom every day, and making sure they did not miss classroom instruction in reading or another core area, could not have been met without the generous, involved teaching staff. Classroom teachers and the resource teacher have loaned materials to tutors, given suggestions and shared their expertise, and have shown a great deal of cooperation in support of the reading program.

Staff development

For the teaching staff: Terri Morrison from the Title I program provided the Anne Wien staff with training in First Steps (description can be found in Appendix C, page 2).

For the tutors: The program facilitator and tutors together developed learning kits at the beginning of the year. Also, the group met once a week (at noon on Wednesday) to discuss the tutoring, ask questions, share ideas, solve problems, and talk about materials and strategies. These meetings were extremely valuable for individualizing instruction to meet student needs. The program facilitator also put together a packet of written materials for the tutors which included tips for tutors on a number of topics, ranging from teaching specific decoding skills to managing student behavior. Tutors also received informal training by talking to the classroom teachers of the students being tutored.

Assessing Student Progress

Each tutor provided a written progress report on their students, including what students had achieved and what they were working on. These reports were completed in December, March, and at the end of the program in mid-May.

Tutors kept records on each child's progress.

Overcoming Challenges

The principal feels that this reading program was difficult to plan, in part because the "accounting" was new to everybody in the district. For example, answers to questions about the positions which could be hired, at what rate of pay, with benefits or without, how many hours per week a person could work, etc. were slow in coming, and often inconsistent. This delayed the start of the program.

Another challenge was finding time for tutors to meet with classroom teachers to discuss the reading goals for students.

A continuing challenge is how to build a stronger home connection. "Many participating students have had little previous experience with language or books or reading," commented the program facilitator.

Identifying factors that contributed to success

It's the consistent, daily one-on-one and small group lessons that really make the difference.

The school benefitted greatly from the knowledgeable, experienced retired teacher who served as the program facilitator.

The teaching staff were supportive and cooperative.

The self-motivated, reliable tutors consistently provided individualized tutoring.

If you had to do it over again...

We need to find a way to provide more communication between tutors and classroom teachers.

The tutors could benefit from more training in specific strategies.

Feedback from tutors, parents, teachers, students

Classroom teachers have said that without the extra help, these students would have fallen further behind. The staff is excited about the progress students have made. The excitement of reading shows in the confidence of the students, in the way they volunteer to read in class whereas before they did not. The principal commented, "Students are reading and they're happy about it."

Thanks to Loy McManus and Ruth Levey for providing information about the ERII program at Anne Wien Elementary School.

Results for Anne Wien ERII students
Based on Scores Received on the
Woodcock Diagnostic Reading Battery

		Total Reading scores based on National Percentiles and corresponding Grade Equivalent scores					
Grade levels of students	# students	Pre-test results		Post-test results		Actual Growth in GE Scores	Expected Growth in GE Scores
		Median NP	Average GE	Median NP	Average GE		
First	24	17	K.6	38	1.6	+1.0	+0.6
Second	12	21	1.4	53	2.8	+1.4	+0.6
Third	12	36	2.6	59	4.0	+1.4	+0.6
Total	48	22	1.3	42	2.5	+1.2	+0.6

Scores are for students who had both a pre-test and a post-test score, and who were enrolled in the same school from October to April. Normal growth in the GE (grade equivalent) score from October to April is +0.6.

Distribution of Student Total Reading Scores

Anne Wien-First Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
29	1	.6	.6	1.2	17	16
29	1	.7	.8	1.5	28	37
29	1	.7	1.2	1.9	62	60
29	1	.7	.8	1.5	26	35
29	1	.7	.9	1.6	31	40
29	1	.8	1.1	1.9	55	57
29	1	.8	.4	1.2	11	15
29	1	.8	.6	1.4	16	27
29	1	.9	1.0	1.9	45	60
29	1	.9	.9	1.8	31	48
29	1	.9	.7	1.6	21	42
29	1	1.0	.4	1.4	11	27
29	1	1.0	.7	1.7	22	45
29	1	1.0	.6	1.6	17	38
29	1	1.0	.7	1.7	22	47
29	1	1.2	.5	1.7	13	43
29	1	1.2	.3	1.5	9	33
29	1	1.2	.3	1.5	9	35
29	1	1.2	.0	1.2	6	15
29	1	1.4	.0	1.4	1	27
29	1	1.4	.0	1.4	3	32
29	1	1.4	.0	1.4	4	30
29	1	1.4	1.2	2.6	58	83
29	1	1.6	.3	1.9	10	55

Anne Wien-Second Grade

29	2	.2	1.6	1.8	31	21
29	2	.3	1.4	1.7	21	17
29	2	.5	1.2	1.7	13	16
29	2	.7	1.2	1.9	11	25
29	2	1.0	1.4	2.4	20	38
29	2	1.2	1.7	2.9	36	53
29	2	1.5	1.4	2.9	21	53
29	2	1.5	1.6	3.1	31	59
29	2	1.7	1.7	3.4	33	70
29	2	2.2	1.3	3.5	17	73
29	2	2.6	1.2	3.8	14	80
29	2	2.9	1.3	4.2	15	86

Distribution of Student Total Reading Scores

Anne Wien-Third Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
29	3	.2	2.3	2.5	29	19
29	3	.4	2.9	3.3	46	39
29	3	.5	3.1	3.6	53	48
29	3	.6	2.8	3.4	44	41
29	3	1.1	3.6	4.7	69	72
29	3	1.3	2.1	3.4	24	41
29	3	1.5	3.1	4.6	50	69
29	3	1.6	1.4	3.0	5	30
29	3	2.2	2.4	4.6	31	69
29	3	2.2	2.5	4.7	36	72
29	3	2.2	2.5	4.7	35	72
29	3	3.2	2.4	5.6	33	85

Arctic Light Elementary School

ERII Program Description

The 1998-99 school year was, in many ways, a transition year for Arctic Light Elementary. An interim principal was appointed in October, the Success For All reading program funded by Title I had to be replaced with something else, and the ERII program had to be developed -- all of these changes created a whirlwind at Arctic Light such as no other school in the district experienced. Still, tutors were hired and 50+ first and second grade students began receiving tutorial services by the middle of November. The program will continue through the end of May.

Much of what Arctic Light did this year, however, focused on staff development. All staff were trained in the Australian First Steps and two inservices were devoted to learning the components of the new language arts curriculum, Scholastic's *Literacy Place*.

What were some of the key components of the program?

1. *Individual tutoring on a daily basis, for 20 minutes per session.* Arctic Light drew from their parent volunteers in the school, and of the seven tutors hired, six were parents of students attending the school. Each tutor worked for just under three hours per day, from 12:30 to 3:00 p.m. Students were carefully scheduled so that the tutoring supplemented classroom reading time. At the beginning, the half-time certificated teachers developed lesson plans for the tutors. These teachers also sat in during the tutoring sessions, making observations, shadowing, modeling specific reading strategies, and making suggestions to incorporate into future sessions. In time, tutors became more independent in selecting materials and knowing which skills to work on. Tutors kept a daily log of what the tutoring sessions entailed for each student. One teacher said, "the

tutors are motivated and so dedicated! They all want to come back and do this next year."

2. *Certificated teachers to oversee the progress of the tutors.* The three half time certificated teachers were described by their principal as key components in the success of the program. They were not hired beyond their half time status until February, and they have put in many, many hours. Their ideas are creative and wonderful.

3. *Parent outreach.* Part of the ERII is to find ways to involve the parents and families in their children's education. There has been a special reading night for primary students, and an intermediate reading night is currently being planned. Activities at the primary reading night included making quilt squares, recipe reading/cooking, storytelling, quiet reading, singing, and door prizes.

4. *Support and cooperation among the classroom teaching staff.* There has been ongoing dialogue between tutors and teachers. Even teachers who were reluctant to have their students leave the room each day for tutoring have seen how students have progressed and are now supportive of the program.

Staff development

For the teachers: Two teachers attended the Alaska Reading Institute held in August 1998.
Three teachers received training in the Australian First Steps.
One teacher attended reading styles training.
Two inservices focused on the Scholastic *Literacy Place* language arts curriculum.

For the tutors: All tutors attended a tutor training sponsored by Title I and the Southwest Regional Research Center (SERRC).

The ERII tutors visited Pearl Creek Elementary School and observed what they had in place. They learned how to choose a book at each child's instructional level. They were taught strategies to use when reading to a child and with a child. They also learned different ways to keep records of student progress.

There were many instances of informal, ongoing training as tutors came to teachers with specific questions about specific situations for children.

The tutors and staff could have benefitted from more training on leveling books and materials to match student needs.

Assessing Student Progress

Much of the assessment which took place happened informally, through observations of how a child was reading. If a child mastered a particular reading skill or level of reading, the tutor would work on another skill or move the child to the next level of reading materials.

Tutors administered the "100 words" test to the students.

Overcoming Challenges

One challenge was the way in which students at Arctic Light were selected for participation in the ERII program. The assessment model for the Success For All schools was to give students the Gates-MacGinitie reading test at the beginning of the year to assist in making appropriate placement decisions for students. Unfortunately, the scores from the G-M became the "selection criteria" rather than including teacher input. This is one aspect that is sure to change for next year.

Another challenge was knowing what positions could be hired for the ERII program, what they could be paid, the different categories of pay, and all the paperwork that went along with it. This proved to be time consuming and sometimes frustrating.

Another challenge was finding enough time for tutors to meet with classroom teachers to discuss the reading goals for students. A substitute teacher was hired one day to allow for release time for teachers to meet with tutors, but the program staff wish this type of communication could have happened more frequently.

Identifying factors that contributed to success

The dedicated, motivated tutors who worked one-on-one and one-on-two with the students. They were basically parent volunteers who became skilled tutors in a short time, using flash cards, sentence strips, reading books with students, writing stories, and sometimes playing word games. They really cared about the progress students were making.

The cooperation of the teaching staff was appreciated as tutors worked with the students each afternoon.

If you had to do it over again...

This school staff would definitely want to start serving students sooner in the school year. For many reasons, the start-up was slow.

Classroom teachers need to be involved in recommending students for the program rather than relying on only a test score.

It would be desirable to hire more tutors, and extend the tutoring to students in the intermediate grades.

We would incorporate more parent education and parent oriented activities.

Feedback from tutors, parents, teachers, students

Teachers and tutors both enjoyed the times when they could meet together to discuss student progress.

Students who were reluctant to read at the beginning of the year have "really opened up and are more confident in their reading." In one case when the tutor was reading out loud to a student, and made a mistake in the reading, the student not only corrected the tutor, but explained, "I know why you made that error. You were reading too quickly."

Thanks to Judy Boelts, Marcy Kuntz, Alix McKee, Pam Kusinski for providing information about the ERII program at Arctic Light Elementary School.

Results for Arctic Light ERII students
Based on Scores Received on the
Woodcock Diagnostic Reading Battery

		Total Reading scores based on National Percentiles and corresponding Grade Equivalent scores					
Grade levels of students	**# students**	**Pre-test results**		**Post-test results**		**Actual Growth in GE Scores**	**Expected Growth in GE Scores**
		Median NP	**Average GE**	**Median NP**	**Average GE**		
First	14	8	K.4	33	1.5	+1.1	+0.6
Second & Third	27	30	1.7	41	2.5	+0.8	+0.6
Total	41	23	1.2	37	2.2	+1.0	+0.6

Scores are for students who had both a pre-test and a post-test score, and who were enrolled in the same school from October to April. Normal growth in the GE (grade equivalent) score from October to April is +0.6.

Distribution of Student Total Reading Scores

Arctic Light-First Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
38	1	.8	.6	1.4	17	30
38	1	.9	1.1	2.0	55	64
38	1	.9	.5	1.4	13	27
38	1	1.0	.0	1.0	6	8
38	1	1.0	.5	1.5	13	33
38	1	1.1	.1	1.2	6	15
38	1	1.2	1.0	2.2	45	73
38	1	1.2	.6	1.8	17	50
38	1	1.3	.1	1.4	6	27
38	1	1.3	.0	1.3	3	21
38	1	1.4	.1	1.5	6	33
38	1	1.4	.1	1.5	7	35
38	1	1.5	.3	1.8	9	50
38	1	1.6	.0	1.6	6	42

Arctic Light-Grades 2 and 3

38	*	.2	1.7	1.9	36	25
38	*	.2	1.3	1.5	17	11
38	*	.3	1.9	2.2	42	34
38	*	.5	1.9	2.4	45	38
38	*	.5	1.2	1.7	12	15
38	*	.6	1.3	1.9	15	22
38	*	.6	1.6	2.2	31	33
38	*	.6	1.4	2.0	20	28
38	*	.6	1.6	2.2	29	34
38	*	.6	1.6	2.2	29	33
38	*	.7	1.3	2.0	18	28
38	*	.7	1.7	2.4	35	42
38	*	.7	1.8	2.5	38	41
38	*	.8	1.7	2.5	33	41
38	*	.8	1.4	2.2	23	34
38	*	1.0	3.1	4.1	85	84
38	*	1.0	2.1	3.1	50	59
38	*	1.0	1.6	2.6	29	45
38	*	1.1	2.7	3.8	78	80
38	*	1.1	1.8	2.9	41	53

Distribution of Student Total Reading Scores

Arctic Light-Grades 2 and 3

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
38	*	1.1	1.4	2.5	22	43
38	*	1.2	1.3	2.5	16	41
38	*	1.2	1.4	2.6	23	45
38	*	1.2	2.0	3.2	21	37
38	*	1.3	1.8	3.1	39	59
38	*	1.4	1.8	3.2	38	65
38	*	1.5	1.5	3.0	25	56

* Grade level not indicated to protect the confidentiality of individual students

Badger Road Elementary School

ERII Program Description

The Elementary Reading Improvement Initiative at Badger Road Elementary consists of 60 students receiving one half hour of guided practice in reading each school day. The program is coordinated by the principal. Four half time tutors (two scheduled in the morning and two in the afternoon) tutored students in a special area complete with computers. Tutors spent one half hour each day in first grade classrooms providing assistance to first grade teachers in a variety of ways: working on sight words, participating in shared reading, helping with assignments, or tutoring on a specific reading skill. Parent volunteers were also used to work with students.

For the other part of the day, tutors worked with small groups of four or five students from grades 2 through 5 who needed extra help in reading. Students were grouped for instruction based on their reading level and instructional needs. Materials used with the children included leveled books, trade books, content area books, and the Accelerated Reader software program (books are included, along with comprehension questions). Kindergarten students were involved through a program called Reading Our Way to Success (ROW).

What are some of the key components of the program?

1. *Consistent, daily small group instruction.* Individualized, personal interactions between the tutors/teachers and students in small groups contributed greatly to the success of the program. In addition to academic reinforcement of reading skills, tutored students were "double-dosed" with confidence by competent, caring people.

2. *A schoolwide emphasis on language arts.* Reading was an important priority throughout the school this year. The entire staff supported the goal of improving reading.

Staff development

For the teachers: Twenty-two staff members received training in the reading component of Australian First Steps. One half day of professional development was used to provide the staff with training in Lindamood Bell reading strategies (see Appendix C, page 3 for a brief description of Lindamood Bell). Teachers also received training in the writing process. Books were added to the professional library at Badger.

For the tutors: Tutors were trained using the IRA (International Reading Association) *Reading Team Handbook for Tutors.*

Next year, the staff will receive more training in other components of the Australian First Steps. More staff will be trained in Lindamood Bell strategies.

Assessing Student Progress

The staff at Badger Road used several methods of assessing student progress. Some used Scholastic *Literacy Place* assessments. Others used a reading assessment called the Silvaroli to determine student needs in decoding, word attack, word recognition and comprehension. Some classroom teachers developed and used skill checklists and other informal assessments with students in their classrooms.

Overcoming Challenges

Keeping track of student progress was a challenge without a consistent assessment tool. It took a lot of time to discuss each child's progress with the teachers and the tutors. Reassessing students and restructuring small groups for instruction was necessary as students made gains and needed to move into another level of instruction. The challenge was overcome by "blocking out times when tutors and teachers could meet with me by grade level so we could fine tune the groups. We also purchased STAR, which will be a building wide assessment tool for next year."

Early on, finding the time to meet with teachers and tutors for discussing, assessing and planning was a challenge. Computer hardware constraints were also an issue with the language arts software and assessment programs.

Identifying factors that contributed to success

The principal and staff at Badger Road attribute the success of their program to small group instruction, excellent tutors, excellent staff support and the emphasis of language arts on a school wide basis. Additional resources for ERII allowed the school to purchase the Accelerated Reader program, WiggleWorks software, and a variety of books.

If you had to do it over again...

Provide more training for the tutors. Train a tutor to work with students who are having difficulty with phonemic awareness, using Lindamood Bell strategies. Hire a tutor to be at the school full time, to tutor but also to coordinate a building wide assessment.
We will also purchase additional materials exclusively for tutors.

Feedback from tutors, parents, teachers, students

Feedback from the staff and parents has all been very positive. The principal wrote, "Some parents are ecstatic. It was a win-win program."

Thanks to Carole Hemphill for providing information about the ERII program at Badger Road Elementary School.

Results for Badger Road ERII students
Based on Scores Received on the
Woodcock Diagnostic Reading Battery

		Total Reading scores based on National Percentiles and corresponding Grade Equivalent scores					
Grade levels of students	**# students**	**Pre-test results**		**Post-test results**		**Actual Growth in GE Scores**	**Expected Growth in GE Scores**
		Median NP	**Average GE**	**Median NP**	**Average GE**		
Second	17	14	1.3	32	2.3	+1.0	+0.6
Third	9	23	2.1	33	2.9	+0.8	+0.6
Fourth	10	27	3.1	36	4.1	+1.0	+0.6
Fifth	8	43	4.3	40	5.3	+1.0	+0.6
Total	44	22	2.4	35	3.4	+1.0	+0.6

Scores are for students who had both a pre-test and a post-test score, and who were enrolled in the same school from October to April. Normal growth in the GE (grade equivalent) score from October to April is +0.6.

Distribution of Student Total Reading Scores

Badger Road - Second Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
10	2	.5	1.2	1.7	13	20
10	2	.6	1.3	1.9	15	26
10	2	.6	1.3	1.9	19	29
10	2	.8	1.1	1.9	9	26
10	2	.8	1.1	1.9	7	26
10	2	.8	1.1	1.9	7	26
10	2	.8	1.2	2.0	11	32
10	2	.8	1.4	2.2	23	38
10	2	.9	1.0	1.9	6	26
10	2	.9	1.1	2.0	9	32
10	2	.9	1.1	2.0	9	32
10	2	1.0	1.4	2.4	21	42
10	2	1.2	1.2	2.4	14	43
10	2	1.2	1.4	2.6	24	48
10	2	1.7	1.5	3.2	27	70
10	2	2.0	1.6	3.6	31	79
10	2	2.2	1.3	3.5	19	77

Badger Road - Third Grade

10	3	.3	2.1	2.4	23	19
10	3	.4	1.7	2.1	11	14
10	3	.5	1.9	2.4	16	20
10	3	.8	2.2	3.0	28	35
10	3	.9	1.6	2.5	9	22
10	3	.9	2.2	3.1	28	37
10	3	1.0	1.9	2.9	19	33
10	3	1.1	2.4	3.5	31	48
10	3	1.9	2.5	4.4	35	69

Distribution of Student Total Reading Scores

Badger Road - Fourth Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
10	4	.2	3.4	3.6	37	34
10	4	.5	2.9	3.4	25	27
10	4	.7	3.1	3.8	28	36
10	4	.8	3.3	4.1	34	40
10	4	.9	2.5	3.4	16	27
10	4	.9	2.7	3.6	21	34
10	4	1.1	2.7	3.8	21	36
10	4	1.3	3.6	4.9	43	57
10	4	1.7	2.9	4.6	25	50
10	4	1.8	3.8	5.6	45	71

Badger Road - Fifth Grade

10	5	-.3	4.7	4.4	45	31
10	5	-.1	3.2	3.1	17	11
10	5	.2	4.5	4.7	40	38
10	5	.4	4.7	5.1	45	42
10	5	.6	3.2	3.8	17	22
10	5	2.1	4.7	6.8	45	72
10	5	2.2	5.1	7.3	50	78
10	5	2.7	4.1	6.8	33	72

Barnette Elementary School

ERII Program Description

The after-school program that had been pieced together for years at Barnette Elementary School flourished this year with resources provided through the ERII program. Ten of the certified teachers at Barnette stayed after school and taught five students each in a small group setting two times a week -- either Monday and Wednesday or Tuesday and Thursday. This group was called the "P.M. readers" in order to distinguish them from other students who participated in after-school learning activities supported by ERII.

In addition to small group tutoring for the P.M. readers, after-school activities were planned and managed by an after-school program coordinator. These activities were offered to all Barnette students who were interested. The philosophy behind providing extended day, after-school activities was to provide students access to a wide variety of information from community members, and to allow an opportunity to participate in these new activities. Rather than give students "more of the same" academic instruction, using the same kinds of academic materials and instruction, the Barnette staff brainstormed, "What else can we do for our kids?" Examples of the kinds of learning activities which took place after school were presentations on firefighting, cooking, art classes (tie-dying), babysitter training, a dinosaur class, and chess.

Part of the ERII funds provided bus transportation home at 4:30 p.m. for those students participating in the after-school program. This part of the plan helped to ensure students could easily participate.

What were some of the key components of the program?

The ERII was developed by the Barnette staff with an emphasis on positive, motivating activities, along with individual tutoring.

1. *Using certified teaching staff to tutor students in small group settings after school.* When the staff at Barnette put their school's plan together, ten teachers were willing to provide supplemental reading assistance to 50 targeted students after school (from 3:15 to 4:30 p.m.). There were several reasons for developing this model. First, these teachers already have the teaching skills, strategies, behavior management techniques, and independence to teach reading. They were in the school every day, which facilitated communication about students. Teachers used methods and materials that were different from those used during the regular school day, and they taught different students from different grade levels. This allowed students to experience another teacher's style, methods, and strategies.

2. *Using tutors from the Literacy Council (and other volunteers) to provide individual, one-on-one reading skills instruction.* The principal "contracted out" the tutoring services for students at Barnette with the Literacy Council, and found there were several advantages to doing it this way. The Literacy Council did all the recruiting for tutors, then provided all the training, thus relieving the Barnette staff of having to do either. A coordinator hired to oversee ERII activities at Barnette was responsible for scheduling students to be tutored by Literacy Council volunteers. Barnette also benefitted from a full time Vista volunteer who worked at the school every day.

3. *High interest learning activities* were open to all students at Barnette, including the 50 targeted ERII students. The ability to plan and expand the after-school curricula for students was a real bonus this year.

4. *Providing a bus to get students home from their after-school activities.* The ERII program funded the availability of a 4:30 p.m. bus to take students home from the after-school learning activities.

Staff development

For the staff: Training in the Australian First Steps program. Reading styles training. Inservice on the new Scholastic *Literacy Place* materials.

Ongoing Informal training, where tutors and teachers worked with each other and with the Title I reading program coordinator to come up with plans for instructing groups of students or individual students. Numerous meetings and discussions occurred regarding placements, needs-based groupings, even discipline related issues.

Assessing Student Progress

Assessing student progress at Barnette incorporated numerous student assessments which were already in place:

The Gates-MacGinitie reading test was given to all students at the beginning of the year and again in January.

All students, including the 50 identified for ERII, received 8-week assessments (a hold over from the Success For All program).

Informal reading inventories developed by the Title I office were also used.

Another informal measure of student progress was the progress the P.M. readers made as they worked through "leveled" books, which begin with very basic, short sentences and get progressively more complex in reading difficulty.

Overcoming Challenges

The principal at Barnette asked parents to make a commitment to make sure their students came to school, and to support the after-school tutoring program. Having parents make this commitment proved challenging.

One challenge, or frustration, with the after-school tutoring was catching students trying to 'sneak out' when the bell rang, but this did not happen too frequently.

There were personnel concerns, some of which had to do with supervision of an after-school program. The students got on the bus at 4:30, but it was sometimes close to 5:30 before the last child was dropped off at home. It was almost imperative that someone be at the school to answer phone calls from parents whose children had not yet arrived home. It required that the principal or someone else be at the school every night.

There were issues regarding the number of hours people could work without being benefitted, non-benefitted, temporary. The whole issue of people and pay across the board with the ERII program is problematic. There are restrictions with working people less than 2.5 hours per day -- for example, in order to cover a day, you need three people. It took a while to figure it out.

Identifying factors that contributed to success

Having certified teachers do the actual small group tutoring was a big plus. They're certified, trained, they have lots of strategies and classroom management skills. You don't have that with new people who are being trained to be tutors.

Providing the supplemental instruction after school worked well. The principal explained that as a group, "The teachers did not want students to miss out on classroom activities which occur during the day. Otherwise, you struggle with what you have them miss – math? PE? The staff as a whole decided to go with after-school."

The value of one-on-one is tremendous. To give a youngster undivided attention in an academic setting is very powerful. Bringing in tutors from the community through the Literacy Council is one way for people to see how difficult a job teaching can be.

Regarding the students who participated, the principal noted, "The after-school program allowed students to bond with the school. How you measure that, I don't know. It was the feeling that for many students, if they weren't engaged in activities at school during those after-school hours, what else would they be doing? And the parents saw the program as very positive for their children."

If you had to do it over again...

We needed to start earlier than we did. The program was a long time getting off the ground.

We need to do more public relations to attract folks to come in for after-school activities.

We need more consideration regarding supervision of people who are in the building after-school hours.

Feedback from tutors, parents, teachers, students

The teachers have enjoyed it. The intermediate teachers who worked with the younger students really liked it.

Parents have been very supportive and appreciative of the after-school program and the fact that we provided transportation home. Teachers are very happy with the extra help their students are receiving, and that the tutoring for some students has been expanded to after-school.

Thanks to John Pile and Gloria Villarreal for providing information about the ERII program at Barnette Elementary School.

Results for Barnette ERII students
Based on Scores Received on the
Woodcock Diagnostic Reading Battery

		Total Reading scores based on National Percentiles and corresponding Grade Equivalent scores					
Grade levels of students	**# students**	**Pre-test results**		**Post-test results**		**Actual Growth in GE Scores**	**Expected Growth in GE Scores**
		Median NP	**Average GE**	**Median NP**	**Average GE**		
Second	28	23	1.5	36	2.4	+0.9	+0.6
Third	15	23	2.2	33	3.1	+0.9	+0.6
Total	43	22	1.7	35	2.6	+0.9	+0.6

Scores are for students who had both a pre-test and a post-test score, and who were enrolled in the same school from October to April. Normal growth in the GE (grade equivalent) score from October to April is +0.6.

Distribution of Student Total Reading Scores

Barnette-Second Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
21	2	.1	1.4	1.5	21	12
21	2	.3	1.1	1.4	9	9
21	2	.3	1.4	1.7	23	18
21	2	.4	1.5	1.9	23	24
21	2	.5	1.5	2.0	28	30
21	2	.5	1.5	2.0	28	30
21	2	.5	1.2	1.7	11	18
21	2	.5	1.4	1.9	18	26
21	2	.6	1.3	1.9	17	29
21	2	.6	1.3	1.9	16	26
21	2	.6	1.3	1.9	15	29
21	2	.7	1.2	1.9	12	29
21	2	.7	1.1	1.8	7	25
21	2	.7	1.7	2.4	35	42
21	2	.8	1.3	2.1	17	35
21	2	.8	1.4	2.2	22	38
21	2	.9	1.4	2.3	24	40
21	2	.9	1.6	2.5	29	47
21	2	.9	1.6	2.5	31	45
21	2	.9	1.3	2.2	15	37
21	2	1.1	1.8	2.9	39	59
21	2	1.1	2.4	3.5	66	73
21	2	1.3	1.9	3.2	42	70
21	2	1.4	2.0	3.4	47	75
21	2	1.7	1.7	3.4	33	75
21	2	1.9	1.9	3.8	44	83
21	2	2.1	1.3	3.4	18	75
21	2	2.1	1.9	4.0	42	85

Distribution of Student Total Reading Scores

Barnette-Third Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
21	3	.0	1.8	1.8	14	6
21	3	.1	2.1	2.2	23	16
21	3	.4	1.5	1.9	4	8
21	3	.5	1.9	2.4	13	19
21	3	.7	2.2	2.9	28	33
21	3	.7	1.4	2.1	4	14
21	3	.7	1.9	2.6	17	25
21	3	.8	2.6	3.4	38	46
21	3	.8	2.1	2.9	24	33
21	3	1.1	2.9	4.0	46	60
21	3	1.3	2.1	3.4	23	41
21	3	1.3	1.9	3.2	17	41
21	3	1.5	2.6	4.1	38	63
21	3	2.0	2.2	4.2	28	66
21	3	2.1	3.3	5.4	60	85

Crawford Elementary School

ERII Program Description

If one word could be used to describe the ERII reading program at Crawford Elementary School this year, it's MOTIVATING. There were many incentives built in to this program on all levels. And all the bases were covered in Crawford's reading program -- a schoolwide piece had been developed, specific activities for classroom teachers were planned, individual tutoring was provided, and a strong parent component was included -- and all for the benefit and encouragement of the students.

Most schools focused ERII resources on the primary grades 1, 2, and/or 3. But Crawford is a school with grades 3-6. Thus, about half of the students in the ERII program were third graders and the other half were split between fourth and fifth graders. The program was co-coordinated by a third grade teacher and the special education resource teacher. Five tutors were hired, all of whom were Crawford parents who otherwise spent a lot of time at the school in volunteer activities. Students were tutored individually twice a week, and received support in their regular classrooms once a week.

Visitors to Crawford would see tutors working one-on-one with students, students reading in reading centers, a variety of reading materials including leveled books, recorded books, computer programs supporting reading, and reading games. They would also see many school level reading-related activities and events.

What were some of the key components of the program?

1. *The school-wide emphasis.* Reading was emphasized throughout the school, with a reading assembly at the beginning of the year, school reading activities such as a

"popcorn reading" group which met at lunch recess, school level incentives which encouraged reading, and school wide support for expanding the Accelerated Reader program. In the Accelerated Reader program, students earn points for reading a book and answering related comprehension questions. Earned points can be exchanged for various incentives and special events. There was also a "reader of the month" poster displayed outside the classroom that earned the most points the previous month. In the library, a hidden picture was revealed square by square. The squares represented points earned from having read books and answered comprehension questions correctly. Students earning Accelerated Reader points were entered into a weekly drawing for removing one of the squares. A student's name was also drawn weekly for a free book give-away.

2. *One-on-one tutoring.* Five tutors were trained in general tutoring techniques, the Accelerated Reader program, and reading strategies for building skills in phonics and comprehension. Students were seen twice a week for 20 minutes individually. The teacher-coordinators completed a form for the classroom teachers covering the materials used and skills practiced. This helped facilitate communication between teachers and tutors when there was little time to meet. It helped the classroom teachers know the areas for which the students were receiving specific tutoring. A copy of the Tutor to Teacher form developed at Crawford can be found in Appendix B on page 2.

3. *Family involvement.* At the beginning of the year, a meeting was held with parents to share information , discuss school goals, talk about the reading program, and share ideas. Later, a "Fun in the Sun" theme night offered a variety of workshops for parents: Make 'n take reading games, decoding through lap reading, innovative book reports, vocabulary development, research made easy, effective study skills, and opening the door to good spelling were some of the topics. The only complaint from parents was that they couldn't attend ALL of the workshops being offered! Parents were also given an

opportunity to attend "Jeopardy Night" where parents and children read a book and answered questions about it together. These occurred four times during the school year.

Staff development

For the teaching staff: Most of the certified staff at Crawford took the Australian First Steps training to learn new techniques and strategies for working with students as they reach particular skill levels. Five teachers attended the Alaska Reading Institute held in August. Some teachers received training in reading styles and recorded books. All teachers received professional development on the Scholastic *Literacy Place* materials. A "Coffee Klatch" was started for teachers, which provided time for teachers to review new materials in the professional library. And for participating, each teacher received a free coffee mug. This informal discussion time for teachers was very well-received. The professional library was open to parents as well.

For the tutors: Initial training in reading strategies was given at the beginning of the program. After that, training was on-going, and presented on an as-needed basis. However, communication was constant, and questions and concerns were dealt with informally on a daily basis.

Assessing Student Progress

A computer based reading comprehension assessment program called STAR was used. Some teachers had already been using it, so it was an easy transition to assess the 50 targeted students. This occurred at the beginning of the program and in January. The plan was to assess again in May.

Informal assessing went on, communicating about students, teacher observations, and problem solving.

Overcoming Challenges

There wasn't much time to get the program up and running, get the materials ordered, get people trained in tutoring techniques.

There was a misunderstanding about whether schools could hire a coordinator to help implement and monitor the program. It is very stressful for teachers to plan and oversee a program such as this one, in addition to regular teaching responsibilities.

Identifying factors that contributed to success

The tutors were very dependable and had a lot of ownership in the program. They had considerable responsibility and worked independently much of the time. They felt important in the school, and showed total dedication to "their kids."

All of the motivating activities conducted every day throughout the year really got students reading. The Accelerated Reader program worked extremely well.

If you had to do it over again...

We would hire a coordinator to organize and monitor the program.

We would provide more training for the tutors.

Feedback from tutors, parents, teachers, students

Teachers have said that students are reading more, and with greater confidence. They are feeling more successful with the reading tasks in the classroom.

Parents love the parent activity nights. They are asking for more workshops. They love seeing their children come home with free books from the motivational activities and drawings. They really like seeing the progress on the computerized printouts (part of the Accelerated Reader program).

Students have really enjoyed all the contests and keeping track of their points. And they really enjoyed the time they spent with their tutors.

Thanks to Heather Kohler and Kathie Weaver for providing information about the ERII program at Crawford Elementary School.

Results for Crawford ERII students
Based on Scores Received on the
Woodcock Diagnostic Reading Battery

		Total Reading scores based on National Percentiles and corresponding Grade Equivalent scores					
Grade levels of students	**# students**	**Pre-test results**		**Post-test results**		**Actual Growth in GE Scores**	**Expected Growth in GE Scores**
		Median NP	**Average GE**	**Median NP**	**Average GE**		
Third	23	31	2.3	33	3.1	+0.8	+0.6
Fourth	8	31	3.2	35	3.9	+0.7	+0.6
Fifth & Sixth	14	33	4.2	40	5.1	+0.9	+0.6
Total	45	31	3.0	37	3.9	+0.9	+0.6

Scores are for students who had both a pre-test and a post-test score, and who were enrolled in the same school from October to April. Normal growth in the GE (grade equivalent) score from October to April is +0.6.

Distribution of Student Total Reading Scores

Crawford-Third Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
39	3	.0	2.2	2.2	26	15
39	3	.1	2.7	2.8	40	31
39	3	.2	2.3	2.5	29	22
39	3	.3	2.1	2.4	24	19
39	3	.3	2.4	2.7	33	27
39	3	.4	2.2	2.6	26	25
39	3	.4	2.1	2.5	24	24
39	3	.4	2.7	3.1	40	37
39	3	.5	2.1	2.6	24	25
39	3	.7	2.5	3.2	35	41
39	3	.8	2.1	2.9	24	33
39	3	.9	2.0	2.9	20	33
39	3	1.0	2.6	3.6	38	50
39	3	1.0	2.4	3.4	31	46
39	3	1.0	1.6	2.6	9	25
39	3	1.1	1.3	2.4	2	20
39	3	1.2	2.6	3.8	38	56
39	3	1.2	1.9	3.1	16	32
39	3	1.3	2.7	4.0	42	60
39	3	1.3	2.7	4.0	42	60
39	3	1.5	2.5	4.0	35	60
39	3	1.6	2.4	4.0	31	60
39	3	1.7	2.7	4.4	40	69

Crawford-Fourth Grade

39	4	-.2	2.9	2.7	25	14
39	4	-.2	3.8	3.6	45	31
39	4	.0	3.6	3.6	41	31
39	4	.5	2.8	3.3	23	25
39	4	1.1	3.1	4.2	28	43
39	4	1.3	3.3	4.6	34	50
39	4	1.3	3.8	5.1	45	61
39	4	1.8	2.2	4.0	10	38

Distribution of Student Total Reading Scores

Crawford-Grades 5 and 6

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
39	*	.0	4.6	4.6	42	35
39	*	.3	4.6	4.9	42	40
39	*	.4	6.4	6.8	74	72
39	*	.6	2.8	3.4	10	16
39	*	.7	3.5	4.2	14	17
39	*	.7	4.5	5.2	40	45
39	*	.8	3.8	4.6	28	35
39	*	.8	4.1	4.9	33	40
39	*	1.0	5.6	6.6	61	69
39	*	1.1	4.5	5.6	40	50
39	*	1.3	2.5	3.8	6	22
39	*	1.5	4.9	6.4	47	65
39	*	1.6	3.6	5.2	24	45
39	*	1.8	3.4	5.2	21	45

Denali Elementary School

ERII Program Description

Three years ago, the staff at Denali Elementary School decided as a group to make changes in the way first and second graders received instruction in reading. Students were assessed and grouped based on their reading levels, skills, and needs. Using teachers and other staff such as the resource teacher and speech/ language teacher, small groups were created for instruction. The ERII program allowed this model of small group instruction to expand to third graders as well.

Schoolwide, reading occurs in 45 minute "literacy blocks" for students in grades 1-3. This year, a reading assistant was hired to coordinate the program and help during the literacy block with small groups of first, then second, then third graders. The principal explains, "One reason we went with a reading assistant is we wanted someone with background experience in teaching reading." Groups vary in size, the smallest around 5 or 6 students and the largest about 15 students. The way in which students are grouped for reading instruction depends on their individual needs, both initially and as their skills are re-assessed across time.

The staff drew upon a large resource of materials and many different strategies, using everything from knowledge of reading styles, the Scholastic *Literacy Place* materials, the Australian First Steps continuum of reading development, practice in word attack, LIPS, phonemics, and other basic decoding skills, and comprehension. Decisions regarding which skills to target change frequently depending on student progress – for example, if they are instructed in word attack strategies and catch on quickly, they move on.

An added benefit to having a full time reading assistant is that it has allowed additional help for some targeted intermediate students as well. This year, about 15 students from grades 4, 5, and 6 received one-on-one tutoring and extra help during writer's workshop.

What were some of the key components of the program?

1. *Small group instruction for first, second, and third graders.* The low PTR for reading instruction during 45 minute reading blocks seemed to work extremely well. For this model to work requires a lot of flexibility and buy-in from the staff. The grouping of students for reading instruction fits well for students transferring into Denali from other in-town schools where grouping occurs for reading.

2. *Incorporating many strategies using many different materials.* "The ERII money has allowed teachers to try new things, such as the Accelerated Reader program for sixth graders. The benefit with AR is that students end up reading books at a higher level than you would have expected. Our librarian has seen an increase in the number of books being checkout out, and in the quality as well." Books have been purchased for the school library and for each classroom's library. Multiple copies of books and book sets which can be checked out are also new additions. Other books by authors from the *Literacy Place* collection have been purchased as well to complement what is already there. Decisions on what to purchase were made according to what the individual grade levels needed and requested.

3. *The full-time reading assistant.* Having a trained person in the school to assist with reading groups, tutoring, and writer's workshop has been a key component. It has helped tie the different pieces of the program together. She was hired at a higher level than others (such as tutors) because there are higher expectations of this person to carry out lesson plans.

Staff development

Nearly all the teaching staff received training last August in Australian First Steps. This early training provided a reference point in our own discussion of literacy. Strategies from both the reading and writing strands have been incorporated by some of the staff. One teacher has received the complete "training of the trainers." Four staff received training in reading styles. Lindamood Bell training happened informally all year. Each professional development day had built-in time for staff to discuss literacy, the Scholastic *Literacy Place* implementation, and teaching literacy in general.

The staff at Denali plan to continue First Steps, and build on what has been put in place this year. A continuation of reading styles is also planned. Making time to continue the conversation on a regular basis is important.

Assessing Student Progress

A teacher-developed checklist for every first, second, and third grader had already been developed, and we continued to use it this year as a pre and post measure for students. The checklist included basic reading skills items such as phonetic sounds and word recognition from the Dolch list. Some classrooms used assessments from kits which came with the Scholastic *Literacy Place* materials. Much of the assessment was teacher based observation and anecdotal notes. "What we're hearing from teachers is there is a noticeable growth in confidence, willingness to try to read, more reading out loud, and volunteering to read."

The ERII pre- and post- testing is extremely valuable. We didn't have an official tool or the staff to carry out the individually administered diagnostic reading battery. This testing complements the kinds of assessment we are doing in-house.

Overcoming Challenges

There was a lack of time for planning the program, ordering the materials, and getting the program off the ground. The small groups ran from September through May. The tutoring began in November.

Noise level in rooms with several groups going on at once. Space in the building for the small groups and for tutoring.

Avoiding staff burn-out, especially with the special education staff who taught three small groups each day (grades 1, 2, and 3).

Building on mutual staff support -- with this model, everyone has to give in order for the reading blocks to happen. The scheduling of all the specials has to be done carefully, not interrupting the literacy blocks. But people's willingness to do this and to look at it positively has been important in overcoming the challenges.

Identifying factors that contributed to success

The literacy blocks are very successful.

The principal commented that, "The schoolwide staff willingness, flexibility, and supportiveness in working together, focusing on kids, working through the logistics of the grouping, and the continual conversations about kids have contributed to our program's success."

Being able to design a program to improve reading through ERII in a way that matches our school was a factor as well. There was a real trust, a compliment to teachers that we could continue what we were doing with our literacy block approach instead of having to start doing something different.

If you had to do it over again...

We would start the tutoring piece earlier. This was just a matter of getting the program under way. "Other than that, I don't think we would have done it any differently. Given the timing, there was only so much we could do."

We need to look at providing more planning time and staff collaboration to support the small group model. Maybe more substitute time to allow for planning is something we will do next year.

Feedback from tutors, parents, teachers, students

"I've heard feedback that teachers like the small groups for reading. Third grade is still getting used to it." There has been increased communication among the staff with re-grouping the students.

The librarian has commented on the increased number of books the students are checking out.

Students are reading more and volunteering to read more in the classrooms. "One fifth grade boy who is tutored using Lindamood Bell strategies wants to share knowledge about what your mouth does when you speak. The ERII program with all of its pieces here at Denali has increased our awareness of all aspects of reading, a real benefit."

Thanks to Tim Doran for providing information about the ERII program at Denali Elementary School.

Results for Denali ERII students
Based on Scores Received on the
Woodcock Diagnostic Reading Battery

		Total Reading scores based on National Percentiles and corresponding Grade Equivalent scores					
Grade levels of students	**# students**	**Pre-test results**		**Post-test results**		**Actual Growth in GE Scores**	**Expected Growth in GE Scores**
		Median NP	**Average GE**	**Median NP**	**Average GE**		
First	18	6	K.5	21	1.3	+0.8	+0.6
Second	17	45	2.0	65	3.1	+1.1	+0.6
Third	14	32	2.7	47	3.9	+1.2	+0.6
Fourth	2	18	2.5	22	3.2	+0.7	+0.6
Total	51	25	1.7	41	2.7	+1.0	+0.6

Scores are for students who had both a pre-test and a post-test score, and who were enrolled in the same school from October to April. Normal growth in the GE (grade equivalent) score from October to April is +0.6.

Distribution of Student Total Reading Scores

Denali-First Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
22	1	.1	.0	.1	2	1
22	1	.2	.8	1.0	17	9
22	1	.5	1.2	1.7	48	45
22	1	.5	.3	.8	6	5
22	1	.5	.6	1.1	10	10
22	1	.6	.8	1.4	17	27
22	1	.7	.0	.7	2	4
22	1	.7	.1	.8	4	5
22	1	.8	.4	1.2	6	16
22	1	.9	.5	1.4	7	27
22	1	1.0	.1	1.1	4	12
22	1	1.0	.3	1.3	5	25
22	1	1.0	.2	1.2	4	17
22	1	1.1	.8	1.9	18	57
22	1	1.1	1.1	2.2	38	71
22	1	1.2	.1	1.3	4	25
22	1	1.3	.1	1.4	3	30
22	1	1.4	.7	2.1	14	69

Denali-Second Grade

22	2	.4	1.4	1.8	20	21
22	2	.4	1.8	2.2	38	34
22	2	.5	1.5	2.0	23	28
22	2	.6	1.5	2.1	24	31
22	2	.7	3.1	3.8	82	80
22	2	.8	2.5	3.3	66	68
22	2	.9	2.9	3.8	78	80
22	2	.9	1.5	2.4	25	38
22	2	.9	1.7	2.6	33	45
22	2	1.0	.9	1.9	4	22
22	2	1.0	2.2	3.2	53	65
22	2	1.1	2.2	3.3	53	68
22	2	1.2	2.0	3.2	45	65
22	2	1.5	1.8	3.3	35	68
22	2	1.8	2.3	4.1	56	84
22	2	2.1	2.6	4.7	69	92
22	2	2.4	2.0	4.4	45	88

Distribution of Student Total Reading Scores

Denali-Third Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
22	3	.4	2.1	2.5	19	18
22	3	.7	2.7	3.4	36	41
22	3	.8	3.8	4.6	68	69
22	3	.8	5.2	6.0	89	88
22	3	.8	2.8	3.6	40	48
22	3	.9	2.5	3.4	30	41
22	3	1.0	2.6	3.6	34	48
22	3	1.3	3.3	4.6	53	69
22	3	1.3	2.3	3.6	25	45
22	3	1.4	2.1	3.5	19	43
22	3	1.4	1.5	2.9	4	28
22	3	1.5	1.9	3.4	15	41
22	3	1.9	2.5	4.4	30	63
22	3	2.3	2.9	5.2	42	80

Denali-Fourth Grade

22	4	.5	1.4	1.9	0	1
22	4	1.0	3.5	4.5	36	42

Hunter Elementary School

ERII Program Description

At Hunter, the ERII program focused on improving the reading performance of targeted second, third, and fourth grade students. Like at Anderson, the tutoring component which provides one-on-one assistance to first graders was extended to include students at grades 2, 3, and 4 whose performance on the Gates-MacGinitie (G-M) reading test indicates they are at least one grade level below where they should be. The G-M is a measure of student performance used by the Success For All program at Hunter to assist in placing students into appropriate reading levels. Eight part time tutors were hired to work with students in the late afternoon and after school. Hunter's plan was developed with the already existing SFA program in mind, a model with which the staff and parents were already familiar.

What were some of the key components of the program?
The ERII was developed by a team of teachers at Hunter who based the program on three areas:

1. *Tutoring.* ERII resources were used in large part to provide tutoring to second, third, and fourth graders who lacked basic reading skills. The tutoring took place during the afternoon, beginning at 2:30 p.m. Tutoring instruction was truly supplemental, so students received their regular daily reading instruction and individual tutoring. The principal tried to recruit tutors from the Hunter school community, but as it turned out, he turned to Lathrop High School for assistance. The SFA coordinator at Hunter worked with the assistant principal at Lathrop to get high school students on board as tutors. A supervisor was hired in mid-November to help with the scheduling, materials preparation, and lesson planning for the tutors. About half the students were tutored at the end of the school day, and the other half (the "walkers" versus the bus riders)

Assessing Student Progress

All students, including the 50 identified for ERII, receive 8-week assessments as part of the Success For All program. The "Roots" assessments at the primary grades are valuable in judging student skills, providing information on oral reading, comprehension, word recognition, and spelling.

The Gates-MacGinitie reading test is given at the beginning and end of the school year, and to new students enrolling at Hunter to assist in placement.

Quarterly summaries are prepared by the teachers covering a wide variety of reading skills. The SFA facilitator at Hunter noted, "Teacher comments included in the summaries are extremely valuable in shedding light on a student's progress, and help with decision making about movement in reading groups."

Writing samples are analyzed to assess student progress.

Overcoming Challenges

It was difficult to add something new to an already busy teaching staff. The ERII really became a program on top of a program since we already had Success For All going. A major challenge was thinking through what form the ERII program would take.

Another challenge was finding enough tutors to come in and work with the students. The principal explains that "One reason we went to the high school is because, even after advertising two or three times, we could not find people from the Hunter community to take the tutoring positions. Maybe they did not feel they were qualified enough. We just don't have the pool of volunteers to draw from. The high school students have worked received tutoring after school. Sessions lasted approximately 20 minutes, Monday through Thursday.

2. *Supporting the regular classroom curriculum.* Each Wednesday, the facilitator collected lesson plans from teachers outlining what materials they would be using and reading skills they would be teaching the coming week. The facilitator made sure the tutors had all the reading and writing materials they would need. Materials were mostly from the SFA curriculum, although the Scholastic *Literacy Place* was used from time to time as well as some materials published by HBJ. It was felt that having tutors support the efforts being made in the classroom was the best way to assist students in their reading. For example, a tutor would familiarize a student with a certain book or story before the actual classroom lesson took place. The tutoring plan for each student followed the lesson plans developed by the classroom teacher.

3. *Improve writing skills.* Extra instruction for students in grades 1-4 was given by three half time SFA teachers to supplement and enhance the school's writing program. These teachers spent from 30-45 minutes in each classroom twice a week, teaming with the regular classroom teacher. This allowed students to get more individualized assistance with their writing.

Staff development

Four certified teachers participated in a team-teaching model to promote writing in the classrooms.

The Hunter staff participated in ongoing SFA activities.

In planning for the future, it would be beneficial to have staff development activities in the Australian First Steps Writing strand.

out very well -- they are enthusiastic, if not always as skilled as you would like them to be."

Some of the challenge of scheduling the students and preparing materials and supplies for the tutors was alleviated when a coordinator was hired, but that did not happen until mid-November due to issues having to do with personnel hiring and pay. And to get the tutors on board, they each were required to pay $35 for fingerprinting and complete a packet of paperwork in order to be hired. For the tutors at Hunter, especially those with no transportation, the process was intimidating and difficult.

Identifying factors that contributed to success

There was continuity in the program, with individual tutoring extending out to students in grades 2, 3, and 4 who needed extra help in becoming good readers.

Communication among staff members: the constant conversations which took place about students. Involving the tutors in the conversations made them feel a part of the team at Hunter.

If you had to do it over again...

We needed to re-think the whole scheduling issue with having extra staff in the building, with working out when they could see students. A re-scheduling of the school day is one thing that will be looked at with the entire staff, such as when particular subjects are taught.

We would have hired a coordinator sooner.

We need a reliable way of measuring how students are doing in writing.

Feedback from tutors, parents, teachers, students

Teachers are very happy with the extra help their students are receiving, and the tutoring for some students which has been expanded to after school. Tutors have enjoyed the time spent working with the students at Hunter. For the high school students (some were ex-Hunter students), the tutoring experience has allowed them to achieve growth in their own reading skills and reading confidence.

Thanks to Charlie Walsworth and Kathy Klapstein for providing information about the ERII program at Hunter Elementary School.

Results for Hunter ERII students
Based on Scores Received on the
Woodcock Diagnostic Reading Battery

		Total Reading scores based on National Percentiles and corresponding Grade Equivalent scores					
Grade levels of students	**# students**	**Pre-test results**		**Post-test results**		**Actual Growth in GE Scores**	**Expected Growth in GE Scores**
		Median NP	**Average GE**	**Median NP**	**Average GE**		
Second	25	28	1.5	42	2.3	+0.8	+0.6
Third	13	21	2.1	31	3.0	+0.9	+0.6
Fourth	3	11	2.5	15	2.8	+0.3	+0.6
Total	41	23	1.7	35	2.6	+0.9	+0.6

Scores are for students who had both a pre-test and a post-test score, and who were enrolled in the same school from October to April. Normal growth in the GE (grade equivalent) score from October to April is +0.6.

Distribution of Student Total Reading Scores

Hunter-Second Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
23	2	.5	1.3	1.8	17	22
23	2	.5	1.6	2.1	31	35
23	2	.5	1.5	2.0	28	32
23	2	.6	1.1	1.7	10	20
23	2	.6	1.8	2.4	41	42
23	2	.6	1.1	1.7	10	18
23	2	.6	1.9	2.5	44	47
23	2	.6	1.2	1.8	12	23
23	2	.6	1.9	2.5	44	47
23	2	.7	.3	1.0	1	2
23	2	.7	1.0	1.7	7	21
23	2	.7	1.9	2.6	42	48
23	2	.8	1.6	2.4	31	42
23	2	.8	1.2	2.0	13	32
23	2	.8	1.3	2.1	18	33
23	2	.9	1.4	2.3	21	40
23	2	.9	1.7	2.6	33	48
23	2	1.0	1.7	2.7	36	53
23	2	1.1	1.7	2.8	36	56
23	2	1.1	1.6	2.7	29	53
23	2	1.2	1.7	2.9	33	59
23	2	1.2	1.4	2.6	23	48
23	2	1.3	1.3	2.6	18	48
23	2	1.5	1.4	2.9	21	59
23	2	1.7	1.9	3.6	44	79

Distribution of Student Total Reading Scores

Hunter-Third Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
23	3	.4	1.5	1.9	7	8
23	3	.4	2.1	2.5	23	24
23	3	.4	1.8	2.2	14	16
23	3	.5	2.7	3.2	40	41
23	3	.6	1.4	2.0	5	10
23	3	.7	2.1	2.8	24	31
23	3	.9	1.8	2.7	15	27
23	3	1.0	2.0	3.0	21	35
23	3	1.0	1.7	2.7	12	29
23	3	1.1	1.7	2.8	12	31
23	3	1.5	2.9	4.4	46	69
23	3	1.7	2.7	4.4	40	69
23	3	1.7	2.7	4.4	40	63

Hunter-Fourth Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
23	4	-.1	2.3	2.2	11	5
23	4	.2	3.3	3.5	34	29
23	4	1.0	1.8	2.8	2	15

Joy Elementary School

ERII Program Description

Hallways, the commons area, nooks, crannies, and a room devoted to the ERII program were all busy places at Joy Elementary School this year. Every afternoon, Monday through Thursday, up to 13 tutors worked one-on-one with students in 30 minute blocks. On Fridays, students received small group reading instruction. Tutors were recruited from the Joy community, through class and school newsletters, and word of mouth. The group was made up of parents, friends, volunteers, and students from the University. There was surprisingly little turnover with this large a group, and most children worked with the same tutor from October to April. Three "subs" were trained as well to ensure continuity of program delivery to the students.

The responsibility of coordinating the activities of 13 tutors was shared by three teachers at Joy – two extended day kindergarten teachers and one first grade teacher. The teacher-coordinators set the format for the tutors, answered their questions, established the schedules, and supervised the progress.

Tutors were in the building for about 2 ½ hours each day. The first ½ hour was set aside for planning time. Each tutor had a large tub of materials prepared for them, plus access to a library of materials including leveled books, and learning games. On Fridays, tutors met together with the teacher-coordinators as a group to share concerns, get new ideas, and just talk about the tutoring and the reading program in general.

Tutors were trained in the "Reading Recovery" model, a program geared toward teaching reading skills to primary students. Tutors were provided written materials about the program, shown some reading strategies and techniques, and provided a "Tutoring

Session Log" with the basic components of the Reading Recovery format provided. A copy of the Tutoring Session Log form, created by the teacher-coordinators at Joy, was generously shared and can be found in Appendix B, page 3.

What were some of the key components of the program?

1. *Individualized tutorial instruction.* Students were tutored four times each week for 30 minutes, and on Friday in small groups. These daily, consistent, individualized sessions were the focal point of the ERII program at Joy.

2. *Three teacher-coordinators.* The three teachers who shared in the implementation and management of the program worked very hard to meet the needs of the students, the tutors, and the classroom teachers. Because each had a classroom of their own, the immediate needs of the tutors may not always have been met, but the weekly group meetings and constant, informal communication allowed the program to run relatively smoothly. The principal at Joy believes much of the program's success can be attributed to these three teachers who communicate together with an uncanny sync and have a solid knowledge base in teaching reading.

Staff development

For the teaching staff: Two teachers attended the Alaska Reading Institute held in August. The teacher-coordinators attended a tutor training program, sponsored by the Title I program and the Southeast Regional Research Center (SERRC) based in Juneau.

For the tutors: Four 2 ½ hour training sessions took place over two weeks at the beginning of the program. Training in Reading Recovery strategies was provided by the teacher-coordinators. After that, the training given to tutors was mostly through the group sharing meetings or on an individual basis to answer specific questions, give suggestions, and helping tutors select materials.

Assessing Student Progress

Students were observed daily.

Mid-year teacher survey was developed to assess areas of the program working well and areas which needed improvement.

Some of the Scholastic *Literacy Place* benchmark books were used from the assessment kits which came with the new curriculum. Information about a student's reading accuracy and comprehension could be measured by these assessments.

Some tutors learned to do "running records" with the students, and did them often. A running record is taken by having a student read a paragraph or a short book out loud, and marking the errors made either in pronunciation of a word, inserting a word, deletions, or hesitations which affect reading fluency. This type of assessment is valuable in collecting information on the types of reading errors, and frequency of reading errors a child is making so that specific skills can be targeted during instruction.

Next year the plan is to use a developmental reading assessment.

Overcoming Challenges

One of the major challenges was the lack of time to carry out the program and have the students show progress.

The way in which the ERII program was presented to principals lacked direction and consistency. The principal explained that, "Using teachers who already had classrooms of children to teach was difficult, but early on we were given the impression that we could not hire a full time person for the reading program. We could have used a full time coordinator to schedule students and supervise the tutors rather than use the classroom teachers."

Regarding the scheduling itself, the teacher-coordinators set students up on a rotating tutoring schedule so that they would not always be missing the same subject area in their classrooms. But this made the scheduling much more complex.

Identifying factors that contributed to success

The one-on-one instruction for students is extremely important. The first priority is that tutors have students read. The increased time spent reading made a big difference.

The coordination of the program by the three teacher-coordinators was excellent, and contributed greatly to the program's success.

The sharing time built in each Friday proved extremely valuable in diffusing problem situations that might otherwise have needed attention from the classroom teachers.

If you had to do it over again...

Information needed to be disseminated more smoothly from the start of the year. There were hiring issues, very specific things that we were told, and later told something different. We didn't get clear direction or consistent answers.

Regarding the tutors, the teacher-coordinators say they would have done more training and modeled more strategies for them. Also, more time for the tutors to talk with the classroom teachers would have been beneficial.

Plans for next year are to organize and "level" a wide variety of reading materials (from the very easy to the progressively more difficult) to make it easier for tutors to make appropriate selections for the students.

We will offer one or two reading events in the evening for parents and families to attend.

The program will begin earlier in the year and end later.

Feedback from tutors, parents, teachers, students

Classroom teachers felt the tutoring program was working well, especially as they saw how their students were progressing.

The children really enjoyed being with their tutors. The children are more comfortable with books and with reading aloud. Parents have expressed happiness with their children's progress. "So often, the burden of a struggling reader is felt by the parent, and this program helped to alleviate some of that burden" commented the principal.

Students were disappointed when the program ended in April and really miss the one-on-one tutoring they had come to enjoy. And the tutors? Some are continuing to volunteer at the school -- just because they want to.

Thanks to Bob Johnston, Marylee Bates, Robin Benjamin, and Kathie Nabielski for providing information about the ERII program at Joy Elementary School.

Results for Joy ERII students
Based on Scores Received on the
Woodcock Diagnostic Reading Battery

		Total Reading scores based on National Percentiles and corresponding Grade Equivalent scores					
Grade levels of students	**# students**	**Pre-test results**		**Post-test results**		**Actual Growth in GE Scores**	**Expected Growth in GE Scores**
		Median NP	**Average GE**	**Median NP**	**Average GE**		
First	18	14	K.5	40	1.7	+1.2	+0.6
Second	16	26	1.5	38	2.3	+0.8	+0.6
Third	12	22	2.3	36	3.2	+0.9	+0.6
Fourth	4	27	3.0	46	4.1	+1.1	+0.6
Total	50	20	1.4	37	2.4	+1.0	+0.6

Scores are for students who had both a pre-test and a post-test score, and who were enrolled in the same school from October to April. Normal growth in the GE (grade equivalent) score from October to April is +0.6.

Distribution of Student Total Reading Scores

Joy-First Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
24	1	.1	1.0	1.1	42	11
24	1	.3	.0	.3	2	2
24	1	.5	.7	1.2	19	15
24	1	.7	.8	1.5	24	35
24	1	.8	.6	1.4	17	32
24	1	.8	.0	.8	4	5
24	1	.9	.5	1.4	14	26
24	1	1.0	.1	1.1	6	11
24	1	1.1	.3	1.4	9	30
24	1	1.2	.5	1.7	13	45
24	1	1.2	.6	1.8	17	50
24	1	1.4	.8	2.2	28	73
24	1	1.6	.5	2.1	13	69
24	1	1.7	.8	2.5	26	80
24	1	1.8	.1	1.9	7	60
24	1	1.8	.3	2.1	9	66
24	1	1.8	.8	2.6	24	83
24	1	2.6	.5	3.1	14	92

Joy-Second Grade

24	2	.0	1.3	1.3	19	6
24	2	.4	1.1	1.5	8	13
24	2	.4	1.7	2.1	33	33
24	2	.6	1.5	2.1	28	33
24	2	.6	1.6	2.2	29	38
24	2	.7	1.6	2.3	31	40
24	2	.7	1.4	2.1	23	33
24	2	.8	1.3	2.1	18	35
24	2	.9	1.0	1.9	6	26
24	2	.9	1.3	2.2	18	37
24	2	1.0	1.7	2.7	36	53
24	2	1.1	1.4	2.5	23	47
24	2	1.1	1.6	2.7	31	50
24	2	1.2	1.4	2.6	21	48
24	2	1.4	2.0	3.4	47	75
24	2	1.6	1.6	3.2	29	70

Distribution of Student Total Reading Scores

Joy-Third Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
24	3	.3	2.1	2.4	23	19
24	3	.3	2.9	3.2	46	41
24	3	.7	1.8	2.5	13	22
24	3	.8	1.9	2.7	17	29
24	3	.9	2.7	3.6	42	50
24	3	.9	2.0	2.9	20	33
24	3	1.0	1.8	2.8	14	31
24	3	1.0	2.4	3.4	31	46
24	3	1.1	2.5	3.6	35	50
24	3	1.1	1.9	3.0	19	35
24	3	1.1	3.8	4.9	74	79
24	3	1.2	1.9	3.1	19	37

Joy-Fourth Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
24	4	.8	1.8	2.6	4	11
24	4	1.2	4.0	5.2	48	57
24	4	1.2	2.4	3.6	13	34
24	4	1.5	3.6	5.1	41	61

Ladd Elementary School

ERII Program Description

Visitors to Ladd Elementary School know who the reading tutors are: a large bulletin board is prominently displayed with a picture of all 8 tutors and the tutor coordinator. It is this sense of purpose and belonging that the principal wanted for the tutors and the tutoring program. Seven of the tutors are Ladd moms and 1 is a Ladd grandma. The tutor coordinator is a retired reading teacher who happens to have a grandchild at Ladd.

The program is structured around individual one-on-one tutoring sessions lasting 25 minutes every day. Tutors are in the building morning and afternoon in order to accommodate the preferences of classroom teachers. The tutoring is in addition to the classroom reading instruction students receive. For the ERII tutors, there are many, many materials to choose from, but the program itself is called Read Across America, and is similar to Reading Recovery. The program follows a continuum, as do the lessons the tutors deliver: first the tutor reads to the child, then with the child. Each child has a folder with a list of books they have read and are reading, words from the stories, and story grammar. Some tutors get words directly from the classroom teachers to work on with students.

More than half of the ERII students at Ladd are first graders. The others are in grades 2 or 3 and receive the one-on-one tutoring. However, another component of the ERII is the Lindamood Bell training that takes place with a mix of about 20 students from grades 2 through 5. For one hour, four times a week, the "Moody Blues" meet with four Ladd teachers and the district's Lindamood Bell instructor.

What were some of the key components of the program?

1. *Individualized tutorial instruction.* Every day students in the ERII program received 25 minutes of one-on-one tutoring. Under the direction of the coordinator, the tutors gained skills quickly and always had a resource to access when questions arose.

2. *The ERII reading coordinator.* The principal at Ladd feels very fortunate to have been able to hire a retired reading teacher to lead the program. This coordinator has provided all the skills training to the tutors, along with having to cover motivational issues and behavior management techniques. The coordinator talks often with classroom teachers and with the principal to keep the flow of communication open and constant.

3. *Lindamood Bell strategies* for selected students in grades 2-5. This type of instruction and strategy has proven helpful for some students.

4. *Parent involvement.* A parent information night was held for parents of students being tutored. There was also a Family Literacy Night for parents of children in grades K-2. Parents were given tips on how to work with children to encourage and improve reading at home.

Staff development

For the teaching staff: Seven teachers from Ladd attended the Alaska Reading Institute in August. The first inservice was spent in school wide discussion and planning. A four hour Lindamood Bell training was provided early in the school year.

Plans for next year include training in the Australian First Steps (both the reading and writing strands) and reading styles training.

For the tutors: Training in the Read Across America method was presented by the reading coordinator. Ongoing, informal training occurred to answer specific questions, give suggestions, and help in material selection or address other issues as they arose.

Assessing Student Progress

The Brigance was given initially and at the end of the 2nd and 3rd quarters. These were completed by the principal and the building substitute.

Ongoing, daily observation of student progress was also utilized.

Overcoming Challenges

There was a real lack of time for tutors and teachers to communicate with each other about students.

We needed to ensure tutors felt included as part of the staff. Tutors had a mailbox at the school and were invited to participate in everything that happened. To increase familiarity, a bulletin board was developed with their pictures.

There were personnel issues, with schools having tutors doing different things and paying them different wages. Our tutors did planning along with the tutor coordinator rather than having someone lay out the lesson for them. And so, we paid them more than tutors were paid in other places. One problem is that we had not budgeted having to pay our tutors for the two weeks of Christmas break, but found out they would be paid for that time. That cost had not been figured into the original budget.

Another challenge is the need for ongoing, formalized assessment.

Identifying factors that contributed to success

Having a competent tutor coordinator with an interest in Ladd Elementary School was very helpful. She is very knowledgeable, and very dedicated.

The Ladd moms who became tutors were very valuable to us. The principal also commented, "It was also helpful for parents and community members to see first hand some of the challenging students and challenging behaviors we have. I think it gave these folks a greater appreciation for the complexity of school." It was great to find quality people, and to keep them.

If you had to do it over again...

The principal commented, "I think the process was good for the staff. It brought us together to plan and develop this program for our students. I would not do it differently at all."

Feedback from tutors, parents, teachers, students

Tutors come in all the time, so proud of the progress the students are making! They are very interested in seeing the students succeed. Some tutors have brought children in to read to the principal. The "Read Me A Story" program for students in grades 1-3 has resulted in students signing up to read a book to the principal on Friday afternoons. Time slots were quickly filled through the end of the school year! The principal also coordinates the "Principal's Reading Club" and passes out birthday books.

Ladd is a Reading Is Fundamental (RIF) school. The Ladd librarian and PTA RIF coordinator provided special RIF days four times per year. Every child selects a book to keep. This program has been very well received by students and parents.

Teachers are very supportive of the tutors and have been flexible in allowing tutors to schedule their students. Although they don't want their students to miss out on what is happening in the classroom, they do support the program.

Parents have been supportive as well and feel positive toward what we are doing, especially programs like "Birthday Books" where each child chooses a book during the week of their birthday.

Thanks to Kathie Cook for providing information about the ERII program at Ladd Elementary School.

Results for Ladd ERII students
Based on Scores Received on the
Woodcock Diagnostic Reading Battery

		Total Reading scores based on National Percentiles and corresponding Grade Equivalent scores					
Grade levels of students	# students	Pre-test results		Post-test results		Actual Growth in GE Scores	Expected Growth in GE Scores
		Median NP	Average GE	Median NP	Average GE		
First	22	13	K.5	36	1.5	+1.0	+0.6
Second	11	25	1.6	41	2.4	+0.8	+0.6
Third	13	23	2.1	37	3.0	+0.9	+0.6
Total	46	22	1.2	38	2.2	+1.0	+0.6

Scores are for students who had both a pre-test and a post-test score, and who were enrolled in the same school from October to April. Normal growth in the GE (grade equivalent) score from October to April is +0.6.

Distribution of Student Total Reading Scores

Ladd-First Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
37	1	.4	1.0	1.4	38	32
37	1	.5	.8	1.3	24	22
37	1	.7	.4	1.1	11	10
37	1	.8	.9	1.7	35	47
37	1	.8	.6	1.4	16	27
37	1	.8	1.0	1.8	38	48
37	1	.8	.5	1.3	13	21
37	1	.8	.5	1.3	13	22
37	1	1.0	.7	1.7	22	43
37	1	1.0	.8	1.8	24	48
37	1	1.0	.3	1.3	9	25
37	1	1.0	.7	1.7	21	43
37	1	1.1	.5	1.6	13	42
37	1	1.2	.5	1.7	14	43
37	1	1.2	.3	1.5	9	37
37	1	1.2	.3	1.5	9	35
37	1	1.2	.1	1.3	7	25
37	1	1.2	.0	1.2	6	15
37	1	1.3	.3	1.6	10	40
37	1	1.4	.1	1.5	7	35
37	1	1.5	.3	1.8	9	50
37	1	1.8	.1	1.9	7	60

Ladd-Second Grade

37	2	.4	1.5	1.9	25	26
37	2	.4	1.3	1.7	19	21
37	2	.6	1.3	1.9	15	26
37	2	.7	1.9	2.6	45	48
37	2	.8	1.5	2.3	28	40
37	2	.9	1.4	2.3	24	40
37	2	.9	1.6	2.5	31	41
37	2	1.1	1.5	2.6	25	48
37	2	1.1	1.6	2.7	31	50
37	2	1.2	2.0	3.2	47	70
37	2	1.3	1.5	2.8	25	56

Distribution of Student Total Reading Scores

Ladd-Third Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
37	3	.5	2.0	2.5	20	22
37	3	.5	2.2	2.7	28	27
37	3	.5	1.9	2.4	19	15
37	3	.6	2.2	2.8	28	31
37	3	.6	2.5	3.1	36	37
37	3	.7	2.9	3.6	46	50
37	3	.7	2.5	3.2	36	41
37	3	1.0	2.1	3.1	23	39
37	3	1.0	1.7	2.7	12	27
37	3	1.1	1.9	3.0	19	35
37	3	1.1	2.4	3.5	33	48
37	3	1.7	2.1	3.8	23	56
37	3	1.8	1.3	3.1	3	37

Nordale Elementary School

ERII Program Description

"With this person coordinating the ERII program, there's no way it will fail." That statement characterizes the confidence and comfort level the staff at Nordale Elementary School felt regarding the hiring of Nordale's own retired resource teacher to coordinate the ERII program. Along with the coordinator, the program employed six tutors at the beginning of the year, with two people sharing one of the positions. Tutors were scheduled to work Monday through Thursday for three hours in the afternoon. All were Nordale parents with no formal training in teaching reading. Students were either tutored one-on-one or in small groups of 2 or 3 depending on their skills and their needs. Students met with their tutors four times per week for 30 minutes. The time was structured such that fifteen minutes was spent in actual reading and fifteen minutes was spent in a related activity.

Students were tutored in a spare classroom divided into five spaces. A busy hum and bustle, infused with lots of positive comments and positive incentives were typical of the tutoring room. Tutoring took place in the afternoon and, by parent request for several students, after school. Tutorial instruction was supplemental to the instruction being received in the regular classrooms. A huge variety of materials were used based on the skills being practiced -- phonics materials, whole word activities, leveled books, and learning games. A visitor to Nordale would see students reading, students writing, students engaged in word or reading games, and tutors reading to and with students. Sometimes, but not frequently, students would be completing work from their classroom.

What were some of the key components of the program?

1. *Individualized tutorial instruction.* Students were tutored four times each week for 30 minutes by tutors who came to know their skills, their personalities, their likes and dislikes. The ongoing weekly training and modeling provided by the tutor coordinator developed skills, confidence, and competence in the parent tutors. Thus, this program combined consistent, individualized tutoring sessions for students with consistent, individualized training for the tutors.

2. *The program coordinator.* The person hired to coordinate the reading program at Nordale was already familiar with the school community, having taught there for many years before retiring just a few years ago. And the Nordale community was familiar with her! She trained the tutors for two days before they began seeing students, then gave ongoing training as needed. The training consisted of modeling particular strategies for the tutors and teaching them how to select the best materials for the skill they were teaching. Later in the school year, the coordinator began posting "tips for teaching" on the bulletin board in the tutoring room.

Staff development

For the teaching staff: Five teachers attended the Alaska Reading Institute in August. Twelve teachers received training in the Australian First Steps. A meeting with teachers at the beginning of the school year helped develop the plan through communication of ideas. An ERII committee was developed and worked with the principal an entire Saturday to develop the ERII plan.

For the tutors: Two-day initial training occurred before tutors started working with students. A tutor training booklet was developed. There was daily communication and ongoing weekly training and modeling of different strategies such as direct instruction, modeling, and use of multi-sensory strategies in teaching reading.

Plans for next year include, for the tutors, more structured approach to teaching, more specifics on teaching letters/sounds, and perhaps training tutors in the use of a program called Action Readers.

Assessing Student Progress

At the very beginning, teachers gave students an informal letter and sounds test to students in the early primary grades. For students who were reading, an informal word recognition test was given.

Several subtests of the Brigance Diagnostic Reading Inventory were given three times during the year: in November, February, and April to measure student progress in areas such as word analysis, word recognition, oral reading, and reading comprehension.

The running record was introduced to the tutors, but not used consistently with all students, and was not required this year.

Overcoming Challenges

In discussing the challenges of developing and implementing the ERII reading program, the principal commented that, "As a new principal, looking at the overall context of what we needed to accomplish, it was overwhelming at first. When you look at a new teacher evaluation instrument, a new report card, a new language arts curriculum, AND a new reading program, it was a lot to think about." BUT, once the ERII team sat down and laid out the priorities for our students and the best ways to accomplish our goals, the plan itself was easy to write. The coordinator took our school's plan, organized the materials and the people, and made it happen. Another issue was that by the time the tutors were hired and trained, it was nearly the first of November before students actually started receiving services.

The coordinator shared another point of view regarding challenges. "In working with parents with no formal training, it was hard to have an abundance of knowledge and information and to know how to present the information to them, how much information to give without overwhelming them, and then how to know whether they were trained enough to meet the needs of the students. It took ongoing training, practice, and monitoring.

Identifying factors that contributed to success

The staff at Nordale showed strong support for the program. Part of the reason was that they strongly supported the coordinator. Teachers felt that everything would be okay -- there was already a bond between the teachers and the coordinator. The tutors felt supported as well. In fact, the principal describes a "circle of support" that began with the coordinator, extended to the tutors, to the classroom teachers, and back to the coordinator.

The consistency of the tutoring sessions (four times per week) and ongoing positive reinforcement for student effort and student progress was another key factor.

If you had to do it over again...

Start the program earlier.

Build in more frequent communication time for teachers and tutors to discuss reading skills and reading goals for the students. This year, tutors met with teachers for 10 or 15 minutes every six weeks when a roving sub was provided.

Provide more information about the program to parents, maybe have a special ERII parent night and develop a folder of information for parents with helpful tips included.

Feedback from tutors, parents, teachers, students

We've heard very positive comments from parents. One parent who needed to take her child out of school for a while asked, "Will a slot for tutoring be held for my child?"

Classroom teachers have commented that their students are showing more confidence, seeing themselves as readers for the first time.

The children loved their tutoring sessions. Many children bonded with their tutor. One student was overheard proudly telling another student, "That's MY tutor."

The tutors were really into it and they've gained a lot of confidence. They all want to come back and do this again next year.

Thanks to Barbara Burch and Jan Gower for providing information about the ERII program at Nordale Elementary School.

Results for Nordale ERII students Based on Scores Received on the Woodcock Diagnostic Reading Battery

		Total Reading scores based on National Percentiles and corresponding Grade Equivalent scores					
Grade levels of students	**# students**	**Pre-test results**		**Post-test results**		**Actual Growth in GE Scores**	**Expected Growth in GE Scores**
		Median NP	**Average GE**	**Median NP**	**Average GE**		
First	14	17	K.5	48	1.8	+1.3	+0.6
Second	18	26	1.5	48	2.7	+1.2	+0.6
Third	10	30	2.3	41	3.3	+1.0	+0.6
Total	42	21	1.4	48	2.5	+1.1	+0.6

Scores are for students who had both a pre-test and a post-test score, and who were enrolled in the same school from October to April. Normal growth in the GE (grade equivalent) score from October to April is +0.6.

Distribution of Student Total Reading Scores

Nordale-First Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
25	1	.7	.6	1.3	17	22
25	1	.9	.5	1.4	14	29
25	1	.9	.9	1.8	33	48
25	1	.9	.6	1.5	17	37
25	1	.9	.1	1.0	6	9
25	1	1.1	.6	1.7	17	47
25	1	1.1	1.0	2.1	45	66
25	1	1.2	.5	1.7	14	47
25	1	1.2	.6	1.8	17	52
25	1	1.4	.0	1.4	3	29
25	1	1.5	.5	2.0	13	64
25	1	1.5	.3	1.8	9	50
25	1	1.5	.7	2.2	22	71
25	1	2.1	.7	2.8	21	88

Nordale-Second Grade

25	2	.6	1.6	2.2	29	38
25	2	.8	1.6	2.4	31	42
25	2	.8	1.2	2.0	11	32
25	2	.8	1.4	2.2	21	38
25	2	.9	1.6	2.5	29	45
25	2	.9	1.7	2.6	33	48
25	2	1.0	1.4	2.4	24	43
25	2	1.0	1.2	2.2	13	37
25	2	1.1	1.8	2.9	39	59
25	2	1.1	1.5	2.6	27	48
25	2	1.3	1.3	2.6	19	48
25	2	1.4	1.3	2.7	17	50
25	2	1.5	1.4	2.9	20	59
25	2	1.5	1.4	2.9	20	59
25	2	1.5	1.7	3.2	36	70
25	2	1.6	1.8	3.4	39	70
25	2	1.7	1.8	3.5	39	77
25	2	2.4	.9	3.3	5	72

Distribution of Student Total Reading Scores

Nordale-Third Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
25	3	.5	2.5	3.0	35	35
25	3	.6	2.4	3.0	33	35
25	3	.8	1.8	2.6	13	25
25	3	1.0	2.2	3.2	26	41
25	3	1.0	2.6	3.6	38	50
25	3	1.0	2.1	3.1	24	37
25	3	1.0	2.6	3.6	38	53
25	3	1.4	2.0	3.4	21	46
25	3	1.5	2.7	4.2	42	66
25	3	1.6	1.8	3.4	13	41

North Pole Elementary School

ERII Program Description

Books have always been popular in schools, but this year at North Pole Elementary, they are everywhere! The year long emphasis on reading and literacy has had an impact all over the school: in the numbers of books visible around classrooms, in the increasing numbers of books children are checking out at the school library, displays, and in the choices students are making when they have free time.

A reading committee was established at North Pole Elementary to develop and oversee implementation of the ERII program. The committee consisted of four teachers: one each from grades 1, 2, 3, and 4. The plan included hiring a clerical aide to assist the 4-person teacher committee in collecting and organizing materials in a reading room, placing books in tubs ready for check-out, organizing a Read-a-thon, tracking attendance, and monitoring the program in general.

Four tutors were hired to work two hours per day, five days a week. One of the tutors worked with first graders, and spent about half her time tutoring students one-on-one and the other half involved in small group instruction. This particular tutor was a retired kindergarten teacher from the North Pole community. At the second grade, a tutor provided 20 minutes of additional reading assistance each day to ERII students, and assisted in small group instruction within the classroom. Third graders were pulled out to receive small group reading instruction every day. Groups consisted of between three and five students. The program began in early November and will continue to May 24.

The ERII teacher-committee decided early on to support a complete and comprehensive implementation of the new language arts curriculum. Materials purchased with ERII were in large part supplemental materials offered by Scholastic.

A reading incentive program ran the month of February in conjunction with "I Love To Read" month. Children who read for 30 minutes earned a 'brick' to put up on a wall at the school. By the end of the month, bricks covered walls the entire length of the hall. This "Building Great Readers" program fit in with the "we are renovating" theme which also impacted North Pole Elementary this year.

As an added incentive, students were challenged to read 6500 hours during the month. When that goal was reached, the principal jumped into a pool of chocolate pudding in celebration of the many hours students had logged in their reading.

What were some of the key components of the program?

1. *Small group instruction at the primary grades.* Every day students in grades 1, 2, and 3 were instructed in small groups for reading. This allowed every child in the primary grades to get more attention by a teacher or aide (tutor) and provided more frequent opportunities to practice their reading skills.

2. *One-on-one tutoring for some first graders.* An additional 20 minutes of one-on-one tutoring was provided daily for targeted first graders. The knowledge and skills of the tutor, a retired kindergarten teacher, was extremely valuable in the progress made by the students.

3. *A clerical aide* who assisted in the organizational requirements of the program. Without this person, much more time would have been required of both the teacher-coordinators and the office staff.

4. *A commitment to implement the new language arts curriculum.* The *Literacy Place* materials adopted to support the district's language arts curriculum became part of the ERII program. Spending time with the many components of the materials and ordering additional sets of books, finger puppets, and trade books was a giant step toward familiarizing staff at all grade levels with the new materials. Although other materials were used, the focus was on *Literacy Place*.

Staff development

For the teaching staff: Three teachers from NPE attended the Alaska Reading Institute in August. The reading program and literacy in general were topics at every inservice this year. The first inservice was spent in school wide discussion and planning. This brainstorming which involved the whole staff early in the year proved the most valuable. As a staff development activity and to implement *Literacy Place*, twelve teachers participated in a Grand Conversations class offered through UAF.

For the tutors: A handbook was used by some of the tutors who had limited experience with tutoring. Tutors worked with classroom teachers and received ongoing, informal training. Specific training in the use of story grammar (explanation appears in Appendix C, pages 4-6) was also given to tutors. NPE feels they were lucky to have a retired teacher who already knew what to do and required minimal training and direction. Like the principal said, "The amount of training you give depends on the skills of the people you have."

The clerical aide hired to assist the teacher-coordinators attended the tutor training sponsored by SERRC (the Southeast Regional Resource Center) and came back with many new ideas.

Plans for next year include having more teachers involved in the Australian First Steps training, more Lindamood Bell training as another strategy for teachers, another class dealing with research in reading and how kids learn to read. Having all tutors attend training sessions rather than sending only one person would be helpful. Adoption of the Australian First Steps writing continuum may also occur, at lease by primary grades.

Assessing Student Progress

The Brigance was given one time, in March and used for assessing student skills.

Teacher observation was used daily, along with any opportunity tutors and teachers had to read individually with children to assess their progress with word analysis, word attack, and fluency. Several teachers used running records to measure student growth.

Information about each child was kept in a student folder for easy review of year long progress.

Overcoming Challenges

"The main challenge was TIME, the time to do it all. We opened a new wing of the school and moved classrooms. We were implementing the new language arts curriculum. Soon after the school year started, the growth in enrollment required that we add two teachers and move students out of some classrooms and into the new ones. Getting supplies here in a timely manner was an issue. Some materials didn't show up until January. Some still haven't shown up."

Identifying factors that contributed to success

There has been a lot of hard work on the part of the teacher-coordinators, and many extra hours. It has been a real team effort. There is a high level of commitment in all the individuals involved.

Because we had the freedom to plan this program together, as a staff, there has been a great deal of whole-staff buy in.

The way the reading instruction time was structured for primary grades, many more children than just the targeted 50 benefitted. They all had small group reading instruction.

If you had to do it over again...

There needed to be more communication between classroom teachers and the tutors. For one day in March, there was a floating sub who went to classrooms to free up classroom teachers to talk with tutors. "We would have liked to see more of that", commented the principal.

It would be good if we could serve more students. Next year, there will be a tutor in each first grade classroom, and each second grade class will have a tutor for the first month, then tutors will be shared among the classes. We will follow up with (this year's) ERII students early so they don't lose ground.

Feedback from tutors, parents, teachers, students

Students love to sit down and just have time to read. Students are more willing to read at home and at school. The students showed a great deal of enthusiasm toward their tutoring sessions, and were disappointed if a tutor was not there.

Tutors are amazed at the progress students are making.

Teachers see the targeted ERII children participating more in class. They are choosing to read during centers and at snack or free time. There has been improvement shown on running records.

Thanks to Dave Pfrimmer, Sandy Boyle, Bob Garber, Carol Renfrew, and Ruth Segler for providing information about the ERII program at North Pole Elementary School.

Results for North Pole Elementary ERII students
Based on Scores Received on the
Woodcock Diagnostic Reading Battery

		Total Reading scores based on National Percentiles and corresponding Grade Equivalent scores					
Grade levels of students	# students	Pre-test results		Post-test results		Actual Growth in GE Scores	Expected Growth in GE Scores
		Median NP	Average GE	Median NP	Average GE		
First	16	7	K.2	43	1.7	+1.5	+0.6
Second	18	24	1.4	39	2.3	+0.9	+0.6
Third	12	31	2.4	36	3.0	+0.6	+0.6
Total	46	17	1.2	38	2.3	+1.1	+0.6

Scores are for students who had both a pre-test and a post-test score, and who were enrolled in the same school from October to April. Normal growth in the GE (grade equivalent) score from October to April is +0.6.

Distribution of Student Total Reading Scores

North Pole Elementary-First Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
26	1	1.0	.3	1.3	9	23
26	1	1.1	.5	1.6	13	38
26	1	1.2	.1	1.3	7	21
26	1	1.2	.1	1.3	7	22
26	1	1.2	.1	1.3	7	25
26	1	1.3	.6	1.9	17	57
26	1	1.3	.1	1.4	7	30
26	1	1.3	.0	1.3	6	23
26	1	1.4	.1	1.5	7	33
26	1	1.4	.5	1.9	13	55
26	1	1.6	.1	1.7	6	47
26	1	1.6	.5	2.1	13	69
26	1	1.7	.3	2.0	9	64
26	1	1.9	.0	1.9	6	57
26	1	2.1	.1	2.2	6	73
26	1	2.2	.3	2.5	9	82

North Pole Elementary-Second Grade

26	2	.1	1.5	1.6	25	16
26	2	.4	1.3	1.7	17	18
26	2	.4	1.1	1.5	7	14
26	2	.5	1.6	2.1	31	33
26	2	.7	1.6	2.3	32	40
26	2	.9	1.9	2.8	44	56
26	2	.9	1.3	2.2	19	38
26	2	.9	1.3	2.2	16	38
26	2	.9	1.2	2.1	11	35
26	2	1.0	1.5	2.5	25	47
26	2	1.1	1.5	2.6	27	48
26	2	1.2	1.9	3.1	45	67
26	2	1.2	1.5	2.7	25	53
26	2	1.3	1.2	2.5	14	45
26	2	1.3	1.7	3.0	36	62
26	2	1.3	.9	2.2	5	38
26	2	1.5	1.4	2.9	22	59
26	2	1.5	.5	2.0	2	32

Distribution of Student Total Reading Scores

North Pole Elementary-Third Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
26	3	.2	2.4	2.6	31	21
26	3	.2	2.9	3.1	46	37
26	3	.4	2.1	2.5	23	24
26	3	.4	2.9	3.3	46	43
26	3	.5	2.0	2.5	21	24
26	3	.6	2.4	3.0	31	35
26	3	.6	2.6	3.2	34	41
26	3	.6	2.5	3.1	30	34
26	3	.7	2.4	3.1	31	39
26	3	.8	2.3	3.1	29	37
26	3	.9	1.8	2.7	15	27
26	3	1.3	2.1	3.4	24	46

Pearl Creek Elementary School

ERII Program Description

Excellent written documentation of student progress and monthly meetings to set goals for each student were important characteristics of the ERII program at Pearl Creek. Combine that regular, scheduled communication time with a program which spanned all grade levels from one through six, and you get an idea of the wide range of activities happening with the ERII program. All extra assistance occurred outside of the regular classroom during the school day and supplemented daily reading instruction students received in their classrooms.

The ERII at Pearl Creek was a two-phase program, with four tutors hired to work with the original 50 students who had been pre-tested at the beginning of the year. Each tutor worked with two students at a time on reading and writing activities. Sessions lasted 45 minutes per day, five days a week from October through the end of April. Tutors were in the building about 4 or 5 hours each day.

The second phase of the program involved four additional tutors working with students who were referred by their classroom teachers for extra reading help. These children met with the tutors for 30 minutes a day, 5 days a week for six weeks. Again, the structure was one tutor and two students. At the end of the six week period, students were assessed to determine if they would continue in the program for another six week session or exit the program. This phase of the program eventually ended up serving another 77 children.

People involved in the program included a coordinator, six classrooms teachers who served as advisors, eight tutors, and all classroom teachers of first through sixth graders.

The school community was invited to two parent orientations on how to help children with their reading at home. The tutors were dependable, motivated parent volunteers from the school. And, as the principal described, "The tutors were extraordinary. Their investment in their kids' success was profound."

Monthly 'reflection' meetings were held to discuss each child's progress. These meetings included tutors, classroom teachers, and a person from the school's ERII committee (one of the teacher advisors mentioned earlier). Written documentation on each student's progress was included at each monthly meeting. A copy of the form developed for the monthly reflection meetings can be found in Appendix B, page 4.

What were some of the key components of the program?

1. *Daily tutorial instruction.* Tutors worked with the 50 identified students in pairs every day, Monday through Friday for 45 minutes (October through April). About 30 additional students received tutoring in 6-week blocks for 30 minutes each school day. As some students exited after 6 weeks, others filled their slots. A total of 77 students were able to receive additional help with this program. The daily, consistent extra reading help delivered by a group of dedicated tutors was a key component of the program.

2. *The extra effort of the teachers, especially the six "teacher advisors."* The six teachers who provided direction and support for the ERII program were instrumental in organizing materials for the tutors to use with students. Time consuming as it was, book tubs were organized for each child so as a tutor went from student to student, all materials they needed for the lesson were together. This ensured students were being tutored with materials appropriate for their reading level. Later, tutors gained the skill and confidence to pull materials themselves. All teachers shared materials from their own classrooms to support the tutoring effort. Many met during the monthly meetings

with tutors to offer ideas and suggestions, answer questions, and help set goals for students. As the principal commented, "Teachers bought in to the program."

Staff development

For the teaching staff: Three teachers attended the Alaska Reading Institute held in August. Inservice presentations at the beginning of the school year focused on reading and the reading program. Ideas, suggestions, and feedback about the reading program involved the whole staff. One teacher received training in Australian First Steps. Monthly reflection meetings with tutors and staff continually provided new information which could be applied to specific teaching techniques for individual students. Five teachers were trained in-building in the Reading Recovery model. (For more information about Reading Recovery, please see Appendix C, pages 7-11).

For the tutors: Initial training in Reading Recovery occurred in October. Many strategies for reading assistance were presented. Daily communication with school staff, weekly meetings with the exchange teacher and the tutors and monthly meetings to discuss student progress provided valuable training. All of these chances to communicate helped the tutors feel supported by the staff in what they were trying to accomplish for students.

Plans for next year include, for the tutors, more training sessions to help them with specific issues. The monthly reflection meetings will continue.

Regarding staff development, one idea is to allow non-Title 1 schools to have access to the same kinds of staff development opportunities as the Title 1 schools.

Assessing Student Progress

Each time a tutor worked with a student, a brief written report was prepared. The date, number of minutes, book, sentence, spelling words, comments, and goals were recorded for each child. These were shared at the monthly meetings between teachers and tutors so everyone working with a child could track the progress students were making with specific reading materials. (A copy of the record keeping format is shown in Appendix B, page 5). One reason for the 45 minute session was to provide tutors built in time to document student progress, not to mention retrieving students and then returning them to their classrooms.

Information from monthly reflection meetings were designed to discuss student progress and set goals for future learning.

Teacher and tutor observation was used frequently in assessing students' progress. As students moved through one level of difficulty into the next, progress was noted.

An early writing sample was taken from each student. A later writing sample was taken as well to assess student's progress in writing.

Overcoming Challenges

Adding eight new staff to the school was a challenge - the paperwork that went along with hiring, then keeping track of hours worked. Finding space for tutoring sessions to occur was challenging. There was tremendous impact on the office staff with the additional record keeping duties, the letters home, the scheduling, etc. There were numerous forms to fill out for payroll.

The time element involved in answering questions from eight tutors on a daily and weekly basis was a challenge. (The teacher coordinator commented that it was too much to expect a classroom teacher to respond to this in addition to regular classroom duties.) The impact on teacher time was a challenge and although some planning time was provided, it did not begin to compensate the time and energy the program required. And the issue never was resolved. This need could be addressed by hiring an ERII program facilitator.

There were issues of confidentiality and questions regarding how to respond when students confided personal information with tutors, or how much to tell the tutors about a child's background.

Identifying factors that contributed to success

We had excellent tutors who received excellent training from the Australian exchange teacher who happened to be in the building at the beginning of the school year. Her strong background in reading and in the Reading Recovery method was very valuable.

The Reading Recovery model worked out very well for meeting the needs of students at the primary level. Regarding materials, many leveled books were used to teach the reading skills. Teachers got together and leveled many books so that tutors could have ready access to materials geared toward the needs of the different children. Early chapter books were also used. The principal explained, "We worked hard to stay outside of what a student was doing in class."

The regular communication in the form of monthly meetings where each child's progress was discussed with tutors and classroom teachers proved to be one of the most important factors in our program's success.

If you had to do it over again...

Hire a facilitator to oversee the program, be available to the tutors, schedule students, and deal with the paperwork aspects of having eight other people in the building.

The principal commented "We would like to offer tutoring on a one-to-one basis rather than tutoring two students per session." However, this would result in serving fewer students.

We would like to find some kind of internal pre and post test to use with the students.

Maybe we would exit more students from the program once they had made good progress and fill their slots with other struggling readers.

Feedback from tutors, parents, teachers, students

Teachers have commented that ERII students are volunteering more often in class now than they did before. Teachers also reported significant gains being made on the *Literacy Place* unit tests.

The tutors loved their jobs and seeing the "break throughs" for students. They felt part of a team with all the opportunities for communication provided. They enjoyed the personal rapport they developed with the students. An end-of-year survey given to tutors at the school indicated some of the challenges were finding materials for older students, fitting the tutoring program into the allotted time when there was more than one student, and sometimes a lack of teacher support. They requested more training in phonics and more initial contact with the teacher to determine student needs. Getting parents to support the effort was also mentioned.

One parent commented that she knows better now how to help her child. And teaching parents how to help their children, especially those parents who would otherwise be at a loss, is a very strong link in the home-school connection.

Thanks to Fredi Buffmire and Jan Riley for providing information about the ERII program at Pearl Creek Elementary School.

Results for Pearl Creek ERII students
Based on Scores Received on the
Woodcock Diagnostic Reading Battery

Grade levels of students	# students	Total Reading scores based on National Percentiles and corresponding Grade Equivalent scores					
		Pre-test results		Post-test results		Actual Growth in GE Scores	Expected Growth in GE Scores
		Median NP	Average GE	Median NP	Average GE		
First	9	9	K.3	27	1.4	+1.1	+0.6
Second	13	31	1.6	47	2.8	+1.2	+0.6
Third	12	24	2.1	40	3.5	+1.4	+0.6
Fourth	5	25	2.9	45	4.2	+1.3	+0.6
Fifth	2	37	4.3	52	5.6	+1.3	+0.6
Sixth	5	35	4.6	42	6.1	+1.5	+0.6
Total	46	24	2.0	42	3.3	+1.3	+0.6

Scores are for students who had both a pre-test and a post-test score, and who were enrolled in the same school from October to April. Normal growth in the GE (grade equivalent) score from October to April is +0.6.

Distribution of Student Total Reading Scores

Pearl Creek-First Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
36	1	.6	.5	1.1	14	11
36	1	1.0	.4	1.4	11	30
36	1	1.1	.3	1.4	10	29
36	1	1.1	.1	1.2	7	18
36	1	1.1	.3	1.4	9	27
36	1	1.1	.7	1.8	22	52
36	1	1.1	.0	1.1	3	13
36	1	1.4	.0	1.4	4	27
36	1	1.7	.0	1.7	6	45

Pearl Creek-Second Grade

36	2	.0	1.9	1.9	44	29
36	2	.6	1.6	2.2	31	37
36	2	.7	1.7	2.4	33	42
36	2	.7	1.4	2.1	21	33
36	2	.8	1.7	2.5	36	47
36	2	.8	1.2	2.0	11	26
36	2	1.0	1.8	2.8	41	56
36	2	1.1	1.3	2.4	17	43
36	2	1.3	1.4	2.7	24	50
36	2	1.5	1.4	2.9	22	59
36	2	1.7	1.9	3.6	45	79
36	2	2.3	1.5	3.8	28	83
36	2	2.8	1.8	4.6	39	92

Pearl Creek-Third Grade

36	3	.8	2.4	3.2	33	41
36	3	1.0	2.1	3.1	24	37
36	3	1.0	1.7	2.7	10	27
36	3	1.1	2.2	3.3	26	43
36	3	1.1	2.0	3.1	21	37
36	3	1.2	2.6	3.8	38	56
36	3	1.3	1.6	2.9	9	33
36	3	1.3	1.8	3.1	15	39
36	3	1.4	1.9	3.3	17	39
36	3	1.7	2.1	3.8	23	56
36	3	1.9	2.8	4.7	44	77
36	3	2.0	2.4	4.4	31	69

Distribution of Student Total Reading Scores

Pearl Creek-Fourth Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
36	4	.7	3.1	3.8	28	36
36	4	1.2	2.4	3.6	14	31
36	4	1.3	3.1	4.4	30	45
36	4	1.8	2.8	4.6	23	50
36	4	1.8	2.9	4.7	25	54

Pearl Creek-Fifth Grade

36	5	.8	4.4	5.2	38	45
36	5	1.8	4.2	6.0	35	58

Pearl Creek-Sixth Grade

36	6	.7	5.1	5.8	38	38
36	6	1.3	4.9	6.2	35	42
36	6	1.9	5.4	7.3	42	58
36	6	1.9	4.9	6.8	35	50
36	6	1.9	2.5	4.4	3	19

Salcha Elementary School

ERII Program Description

Students throughout the school were exposed to a wide range of extra reading opportunities at Salcha Elementary School this year. Classes were divided into smaller groups for reading instruction, utilizing all staff plus three part-time tutors who were hired to support the ERII reading program. At times students were tutored individually, or in pairs. Partner reading, choral reading, literature circles and discussions about stories, are some of the reading activities in which students participated. The entire school focused on reading instruction, and every student benefitted from extra assistance received through small group settings. Students rotated to different stations or instructors depending on their reading level. Lessons included lots of poetry, non-fiction, phonics instruction, recorded books, working with reference materials, the Accelerated Reader program, content reading materials, books of all kinds, and daily reading to complete at home.

What were some of the key components of the program?

1. *Variety of materials and strategies.* Students were exposed to many different reading materials, and benefitted from a wide range of strategies used by teachers and tutors.

2. *Schoolwide support.* The program at Salcha involved all four classroom teachers, the half time resource teacher, the principal, a classroom aide, the quarter-time speech and language teacher, and three tutors. The program used a combination of individual instruction received outside of the regular classroom, and within-class instruction including small groups.

Staff development

For the teaching staff, activities included: participation in the Alaska Reading Institute held in August. Devoted a day to schoolwide planning for the program. Participation in Australian First Steps program. Expanded professional library. Site visit to watch staff and students engaged in writer's workshop at Crawford Elementary.

For the tutors, activities included: training in Marie Carbo recorded books and ongoing weekly training provided by the building principal.

Training opportunities for next year will include a way to organize time and money to allow staff time to discuss reading methods and student progress. Staff will be encouraged to attend workshops and training sessions on reading. More information is desired regarding both brain research and multiple intelligences.

Assessing Student Progress

A combination of assessments used at Salcha included: the Brigance reading tests, running records, informal reading inventories, teacher made materials, and Scholastic *Literacy Place* instruments from the assessment kits.

Overcoming Challenges

Regarding challenges, the principal wrote, "Deciding whether it was better to pull students from the classroom, and thus, have them miss material presented to other students OR to have tutors always serve special needs students within the classroom context." Another challenge was figuring out which students would best be served by the program, particularly the first graders. Keeping the tutors informed and up-to-date was another challenge, and the principal was the primary teacher of the tutors.

Identifying factors that contributed to success

The program at Salcha was a concerted effort by all teachers, tutors, parents, and the school community. The effort was school-wide, and tutors worked with all the teachers and many students, with the goal to have everyone become better readers.

The extra money allowed this small school to purchase extra materials and supplies for the classroom and library; allowed us to try lots of different strategies, and have extra people in the building to support the effort.

If you had to do it over again...

The principal wrote, "We would increase the number of hours tutors work so more students could benefit." Also mentioned was to have all first graders tested at the beginning of the year to see who qualifies for extra instruction.

Next year, the staff at Salcha plans to continue and refine the things which worked well this year. More intensive tutor training will be provided. Regarding staff development, allow for each staff member to attend at least one reading conference.

Feedback from tutors, parents, teachers, students

The tutors enjoyed their role in the reading program and felt they were contributing to helping students.

Parents are reading more with their children. The school community supported the extra efforts being made and viewed the reading program very positively.

Our students really ENJOYED reading this year!

Thanks to Bonnie Gaborik and the staff for providing information about the ERII program at Salcha Elementary School.

Results for Salcha ERII students Based on Scores Received on the Woodcock Diagnostic Reading Battery

		Total Reading scores based on National Percentiles and corresponding Grade Equivalent scores					
Grade levels of students	**# students**	**Pre-test results**		**Post-test results**		**Actual Growth in GE Scores**	**Expected Growth in GE Scores**
		Median NP	**Average GE**	**Median NP**	**Average GE**		
First	3	17	K.6	68	2.0	+1.4	+0.6
Second to Sixth	4	50	4.0	66	5.1	+1.1	+0.6
Total	7	41	2.5	68	3.7	+1.2	+0.6

Scores are for students who had both a pre-test and a post-test score, and who were enrolled in the same school from October to April. Normal growth in the GE (grade equivalent) score from October to April is +0.6.

Distribution of Student Total Reading Scores

Salcha - First Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
12	1	1.2	.8	2.0	28	68
12	1	1.3	.4	1.7	11	48
12	1	1.7	.6	2.3	17	79

Salcha - Grades 2 to 6

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
12	*	.5	3.1	3.6	50	50
12	*	.6	7.3	7.9	73	66
12	*	1.6	3.6	5.2	69	84
12	*	1.7	1.8	3.5	41	77

* Grade level not indicated to protect the confidentiality of individual students

Ticasuk Brown Elementary School

ERII Program Description

At the year-end celebration of the ERII program this year, a student raised his cup of punch and made a toast, "To the best tutors in the world. They helped us read!"

Individual, one-on-one tutoring was the focus of the ERII program at Ticasuk Brown Elementary School this year. Ten tutors worked "staggered" 2.5 hour shifts. Tutors used their own "tutoring room" where they quietly worked with students from various first, second, and third grade classrooms. Tutoring schedules were set with the help of teachers so that no child would miss classroom instruction in either reading or math. Sessions lasted about 20 minutes each and occurred on a daily basis. The tutors were all parents, with the exception of one mother-in-law of a staff member. And all but one stayed from the end of October through the end of April.

The plan was developed with input from the whole staff, but several teachers formed a reading committee and did a majority of the planning along with the principal. In the absence of a "program coordinator", classroom teachers were responsible for preparing materials and skills lessons for the tutors. Some teachers prepared tubs of materials, while others gave the tutors lesson plans which outlined the skills and materials they would be covering. Tutors used a wide range of materials, including the Scholastic *Literacy Place*, library books, or leveled reading books.

A parent component was an important part of the plan because it supported the family as crucial to a child's ongoing success in reading. Two Parent Literacy Nights were offered, one in January and another in early May. These family nights with their myriad high interest activities and incentives were very popular. A copy of the reading related activities offered on Literacy Night (May) can be found in Appendix B, page 6.

What were some of the key components of the program?

1. *Daily, one-on-one tutoring sessions.* Daily contact with students was seen as key in moving students along in their reading. In order to ensure students received their tutoring, three tutoring subs were trained and filled in whenever the others could not be there. Coordinating with classroom teachers helped focus on goals for individual students.

2. *Professional development.* Opportunities were provided to attend training, and then to meet with other grade level staff to collaborate and share new information. The professional library was expanded for all staff to use.

3. *Promoting reading with students, staff, parents, and community.* Reading was promoted in all newsletters sent home to parents this year. A brochure entitled "Raising a Reader" was sent home to all parents. The Ice Dogs hockey team came out and, in addition to demonstrating their athletic abilities, read with the students. Two Family Literacy Nights offered a chance for parents to read with their children and make small crafts together. Some of the reading activities included using globes and newspapers, following a recipe to make a yummy snack, or visiting a wax museum where famous figures "came to life" to promote a book about their life.

During school a Book Worm Club met each day during lunch recess. It was open to any child who wanted to participate. Tuesday and Thursdays were quiet reading days. Mondays, Wednesdays, and Fridays were reading activity days where students could, for example, read a book and make bookmarks or illustrations. In another ongoing activity, children could come read to the principal and receive a small token such as a bookmark or a sticker.

Staff development

For the teaching staff: Fifteen staff persons from Ticasuk attended the Australian First Steps training. To follow up, the program provided "sub time" so teachers could work together at particular grade levels and talk about ways to infuse the new information into their teaching. One staff person attended a reading conference, and others attended a class on phonemic strategies. The professional library was open to all staff.

For the tutors: Tutors received 2 ½ days of training at the beginning of the program. Topics ranged from "what is reading and what does it look like for children" to more hands on strategies to use, for example, "When a student gets stuck, what do you do?" A handbook entitled "The Reading Team: A Handbook for Volunteer Tutors K-3" was purchased for each tutor. This handbook covered six elements of a tutoring session and became the structure for tutors to use with students: read something you enjoy, read something a bit more difficult together, conduct a brief skill building practice, the do a short follow-up activity to summarize the session.

Plans for next year include possibly having more teachers trained in the Australian First Steps, and more ongoing training for tutors throughout the school year.

Assessing Student Progress

Each teacher did something a little different. Some used the Scholastic assessments, others used teacher-made reading skills checklists and other informal assessments.

Teachers were given ½ day after the holiday break to do more formalized student assessment. This was important in determining student needs that could be shared with the tutors. Most teachers felt they had a handle on student progress without spending too much time with formalized assessments.

Overcoming Challenges

There were a lot of unknowns at the beginning. We were not sure of the costs of things, there was confusion about employee benefits and number of hours a tutor could work. "To avoid having to pay all the tutors for the two weeks of holiday break, we transferred all the tutors over to temporary employees, but then had to submit the temporary time sheets for all of them." There were these kinds of paperwork issues to deal with.

Finding the time to meet with the staff and develop the reading plan together and get it all done on a tight time line was a challenge. Scheduling the students for tutoring takes a lot of time, and it was difficult to constantly dodge special classroom activities which teachers did not want students to miss. Scheduling time for the teachers and tutors to meet was the most challenging issue. The principal explained that trying to oversee a new program, do it all in a timely manner, and do it well, was a real challenge.

Identifying factors that contributed to success

Dependable, consistent tutors made the program work. A lot of money was put into people with the reading program so students who needed extra help could be tutored every day.

The attitude of the teachers that they wanted this program to be successful. They supported the tutoring effort, even if children had to miss out on something in the classroom and make it up later.

This was the school's plan, not just something that was handed down from somewhere else. There was a lot of support for it.

If you had to do it over again...

It would have been beneficial to have more communication between the classroom teachers and the tutors. Every two weeks there needs to be an automatic, built in time for teachers and tutors. The lack of time available for them to formally meet was a problem, although informal communication occurred frequently.

Hire a facilitator to help schedule students, help prepare materials and be a consistent point of contact for the tutors.

Feedback from tutors, parents, teachers, students

The children became more and more enthusiastic about reading. Teachers remarked that formerly reluctant students were volunteering to read in class. The pre-reading activities that tutors do with students before a story or book is covered in the classroom has helped increase their understanding of new vocabulary and their confidence.

The principal commented, "I was real pleased with the whole program. The tutors enjoyed working with the students. I just wish it could be expanded to serve more students."

Thanks to Robbi Nadeau for providing information about the ERII program at Ticasuk Brown Elementary School.

Results for Ticasuk-Brown ERII students
Based on Scores Received on the
Woodcock Diagnostic Reading Battery

		Total Reading scores based on National Percentiles and corresponding Grade Equivalent scores					
Grade levels of students	**# students**	**Pre-test results**		**Post-test results**		**Actual Growth in GE Scores**	**Expected Growth in GE Scores**
		Median NP	**Average GE**	**Median NP**	**Average GE**		
First	11	14	K.5	29	1.5	+1.0	+0.6
Second	19	21	1.4	43	2.7	+1.3	+0.6
Third & Fourth	20	31	2.4	41	3.5	+1.1	+0.6
Total	50	22	1.6	41	2.7	+1.1	+0.6

Scores are for students who had both a pre-test and a post-test score, and who were enrolled in the same school from October to April. Normal growth in the GE (grade equivalent) score from October to April is +0.6.

Distribution of Student Total Reading Scores

Ticasuk-Brown - First Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
14	1	.4	.8	1.2	26	14
14	1	.8	.6	1.4	16	30
14	1	.8	.6	1.4	17	29
14	1	.8	.5	1.3	14	20
14	1	.9	.5	1.4	14	27
14	1	.9	.9	1.8	33	48
14	1	.9	.7	1.6	21	42
14	1	1.1	.1	1.2	6	15
14	1	1.2	.3	1.5	9	33
14	1	1.3	.0	1.3	6	23
14	1	1.5	.4	1.9	11	55

Ticasuk-Brown-Second Grade

14	2	.7	1.3	2.0	19	28
14	2	.7	1.8	2.5	38	41
14	2	.7	1.0	1.7	6	16
14	2	.7	1.3	2.0	17	28
14	2	.7	1.3	2.0	18	28
14	2	.9	1.5	2.4	25	39
14	2	1.1	1.3	2.4	15	38
14	2	1.1	1.8	2.9	39	53
14	2	1.1	1.4	2.5	21	43
14	2	1.1	1.1	2.2	7	33
14	2	1.2	1.3	2.5	15	41
14	2	1.2	1.5	2.7	27	48
14	2	1.3	1.3	2.6	19	45
14	2	1.4	1.4	2.8	23	50
14	2	1.4	1.2	2.6	13	45
14	2	1.6	1.8	3.4	39	70
14	2	1.8	1.4	3.2	21	65
14	2	1.9	1.5	3.4	28	70
14	2	3.3	1.8	5.1	41	94

Distribution of Student Total Reading Scores

Ticasuk-Brown - Grades 3 and 4

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
14	*	.4	1.8	2.2	15	13
14	*	.5	1.4	1.9	5	7
14	*	.6	2.0	2.6	21	21
14	*	.6	2.5	3.1	35	32
14	*	.7	2.4	3.1	33	34
14	*	.7	2.4	3.1	31	34
14	*	.9	2.6	3.5	38	43
14	*	1.0	2.2	3.2	26	37
14	*	1.0	2.0	3.0	20	30
14	*	1.0	2.4	3.4	33	41
14	*	1.1	2.4	3.5	31	43
14	*	1.2	2.6	3.8	38	50
14	*	1.2	2.4	3.6	31	45
14	*	1.3	1.8	3.1	14	32
14	*	1.5	2.1	3.6	24	45
14	*	1.5	2.7	4.2	40	60
14	*	1.5	2.9	4.4	46	63
14	*	1.6	3.6	5.2	41	57
14	*	2.4	2.2	4.6	26	69
14	*	2.4	2.7	5.1	42	78

* Grade level not indicated to protect the confidentiality of individual students

Two Rivers Elementary School

ERII Program Description

For a small school, Two Rivers Elementary School is brimming with new reading materials -- big books for the primary grades with student book sets to match, leveled books, recorded books, Scholastic *Literacy Place* supplemental materials including the computerized Wiggleworks program, Accelerated Reader, lots of trade books, and materials which support the teaching and learning of phonics and phonemic awareness. And because the Two Rivers program used classroom teachers in an after-school tutoring model, the materials are in the classrooms where they can be used to benefit all students.

The ERII program was developed with input from the whole staff at Two Rivers, and the principal considers the plan a real team effort. Unlike the larger schools who targeted fifty students, Two Rivers chose 20 students ranging from kindergarten through sixth grade with whom to work. The program incorporated after-school small group instruction twice a week: on Tuesdays and Thursdays, targeted students received instruction from a certified teacher from 3:30 to 4:30 p.m. Teachers worked on extended day contracts in order to provide the extra instruction. Parents were recruited to come in at lunch time and read, both one-on-one and with small groups of children.

In addition to the extra hours of teacher instruction, a tutor was hired to work with some students individually. Students were scheduled for 20 minute individual tutoring sessions on Tuesdays and Thursdays, from late morning through the after-school tutoring time. The principal described the tutor as having a wonderful reading background and, as a retired teacher, knew many teaching strategies.

The isolation of the school became a factor when planning special activities. Folks from the Elderhostel stopped at the school and read to the students on their way to Chena Hot

Springs. Three groups of students were bused from Lathrop High School to come out and read with the children.

What were some of the key components of the program?

1. *One-on-one tutoring by a well trained tutor.* Although students were only tutored two times a week, this one-on-one time was extremely important in moving students along in their reading skills.

2. *Small group instruction which extended and supplemented the school day.* Having trained, certificated teachers provide the extra reading instruction for students in small group settings alleviated the issue of supervision, training, and quality of instruction.

3. *A wide variety of materials and supplies for teachers and students.* The ERII program allowed the school to purchase the kinds of materials they knew would be used both with ERII students and with students in every classroom.

Staff development

For the teaching staff: Three teachers attended the Alaska Reading Institute held in August. Four teachers received training in Australian First Steps. Discussions about reading occurred frequently. Two teachers were trained in use of the Durrell reading test.

Assessing Student Progress

There was some use of the Australian First Steps method of determining stages of reading development.

The tutor kept track of individual student progress.

Overcoming Challenges

The tight time line in which to put it all together. The program didn't begin until late October, and ended April 29. Staff members wanted to do a lot of things that there just wasn't enough time to do.

Consistent parent involvement.

The isolation of the school in recruiting people from the Fairbanks area to tutor, read, and be involved with the school. However, the school appreciated the parent volunteers who read with children throughout the year.

Identifying factors that contributed to success

Having a tutor with a background in teaching and reading come spend quality time with the kids, one-on-one, really helped.

The after-school program worked well for the students, in part because it was not your traditional reading instruction. There were lots of learning games, cool stuff, snacks at 4:00 delivered by the principal. The small groups seemed to enjoy what they were doing.

An overall school commitment to reading, with more reading across grade levels and across the curriculum.

If you had to do it over again...

The principal commented, "We would put more money into people, and that's what we're planning to do next year. After seeing the students thrive with tutoring, it would be nice to have two or three tutors next year to work one-on-one."

Feedback from tutors, parents, teachers, students

Students really connected with the tutor. They loved that time. They loved the high school kids coming out to read. Once hesitant readers are reading with greater ease and confidence. The one-on-one time is critical to self-esteem and healthy development.

Parents are very pleased, very happy with the program. We had one parent night for primary students, structured like a reading seminar for parents. They really liked it. We also had three Family Reading Nights which were held at Tack's General Store. Each night had a theme, and all over the place were books related to that particular topic.

The teachers enjoyed teaching the small groups.

Thanks to Brian Carter for providing information about the ERII program at Two Rivers Elementary School.

Results for Two Rivers ERII students
Based on Scores Received on the
Woodcock Diagnostic Reading Battery

		Total Reading scores based on National Percentiles and corresponding Grade Equivalent scores					
Grade levels of students	**# students**	**Pre-test results**		**Post-test results**		**Actual Growth in GE Scores**	**Expected Growth in GE Scores**
		Median NP	**Average GE**	**Median NP**	**Average GE**		
Kinder	3	23	K.0	67	K.7	+0.7	+0.6
First	3	21	K.6	41	1.6	+1.0	+0.6
Second	6	26	1.5	54	2.7	+1.2	+0.6
Third	4	22	2.1	31	3.0	+0.9	+0.6
Fourth to Sixth	5	31	3.5	40	4.9	+1.4	+0.6
Total	21	24	1.8	45	2.8	+1.0	+0.6

Scores are for students who had both a pre-test and a post-test score, and who were enrolled in the same school from October to April. Normal growth in the GE (grade equivalent) score from October to April is +0.6.

Distribution of Student Total Reading Scores

Two Rivers - Kindergarten Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
13	0	.1	.0	.1	23	21
13	0	1.0	.0	1.0	28	67
13	0	1.0	.0	1.0	6	67

Two Rivers - First Grade

13	1	.8	.7	1.5	21	41
13	1	1.0	.7	1.7	22	52
13	1	1.1	.4	1.5	11	41

Two Rivers - Second Grade

13	2	.6	1.2	1.8	13	23
13	2	.8	1.7	2.5	33	45
13	2	1.0	1.6	2.6	27	48
13	2	1.6	1.5	3.1	25	67
13	2	1.6	1.6	3.2	31	65
13	2	1.8	1.3	3.1	15	59

Two Rivers - Third Grade

13	3	.5	2.1	2.6	24	21
13	3	.6	2.1	2.7	20	29
13	3	1.0	2.6	3.6	38	50
13	3	1.2	1.7	2.9	11	33

Two Rivers- Grades 4 to 6

13	*	.3	3.5	3.8	39	31
13	*	.3	2.6	2.9	18	17
13	*	1.3	4.7	6.0	33	40
13	*	2.0	3.6	5.6	24	50
13	*	2.7	3.3	6.0	31	77

* Grade level not indicated to protect the confidentiality of individual students

University Park Elementary School

ERII Program Description

A combination of staff development, part-time tutors, and material purchases resulted in a successful year for the ERII program at University Park this year. The program served students from primary grades 1, 2, and 3. Small group instruction occurred in 30-45 minute sessions, four days a week. Flexible, homogeneous groups of between 5 and 8 students were created -- decisions for grouping were based on student reading level and student needs so instruction could be geared toward meeting specific goals for targeted students. Grouping students in this way ensured students were reading at an appropriate instructional level. The small group instruction was accomplished by using all primary grade level (grades 1-3) classroom teachers, plus special education and Alaska Native Education staff. Progress was monitored frequently, and adjustments made in groupings according to student progress and individual needs.

In addition to small group instruction, one-on-one tutoring occurred four days a week in 20 minutes sessions. Eight tutors were hired to work 2.5 hours per day with targeted first, second, and third graders. This phase of the program ran from October through April. One additional tutor was hired in December to work 1.5 hours per day with the special education staff and a Lindamood Bell specialist. About half of the targeted ERII students received tutoring outside of the regular classroom. The other half received tutoring within the regular classroom setting.

The use of daily take-home reading books for first graders provided opportunities for students and their parents to practice reading at home. For second graders, take-home reading books were provided on a weekly basis. In addition, many leveled books, controlled vocabulary books, sight word cards, and other materials were used during small group and tutoring sessions. The Accelerated Reader program and electronic bookshelves were two computerized motivational reading activities used with second and third graders.

The staff at University Park collaborated with each other regularly, sharing ideas, concerns, and successes.

What were some of the key components of the program?

1. *Daily small group instruction for all primary students.* Daily contact with students in small group settings was seen as key in moving students along in their reading. Flexible grouping allowed students to move along based on their growing skills and abilities.

2. *One-on-one tutoring.* Students who were seen as struggling the most received one-on-one tutoring for 20 minutes, four days per week.

3. *Take home books, book sets, and leveled books provided choices for teachers and tutors at many different instructional levels.* The wide variety of instructional needs which exist when teaching many small groups of students and individuals, relied on having a wide variety of instructional materials available for both teachers and tutors.

Staff development

For the teaching staff: Some teachers received training in the Australian First Steps. An overview of Lindamood Bell strategies was offered. Numerous professional reading materials were added to the professional library. Continual, informal meetings and discussions occurred among staff members. In planning for next year, it will be important to continue the collaboration and sharing times for the staff.

For the tutors: Training was minimal. This is an area to strengthen next year, with more focused training provided for tutors. However, some of the tutors were certified teachers who already had knowledge and skills to teach reading.

Plans for next year include increasing parent involvement, more structured, ongoing training for tutors, and scheduled sharing time for tutors and teachers to discuss student progress and needs.

Assessing Student Progress

Teacher-made checklists consisting of Dolch words and other high frequency words were used to assess each student's progress in reading. Running records (which document the kinds of errors students make when reading aloud) were also used.

A reading assessment called the Silvaroli was also used. This test is used to determine a child's instructional reading level. Assessment pieces from the Scholastic *Literacy Place* were also used throughout the year.

Overcoming Challenges

Recruiting and hiring tutors, then providing training prior to beginning to work with the students was challenging. Regarding the hiring process, we are starting this year in preparation for next. We are having discussions and receiving tentative commitments from people. We participated in district training when it was offered, but tutors needed more specific training on particular strategies and issues.

Regarding materials, tutors were on board and ready to go before the leveled books and other materials arrived at the school. The staff collaborated and shared materials until other instructional material arrived.

Scheduling staff for collaboration meetings was also a challenge. Finding the TIME to meet with tutors, share techniques, and prepare materials. Another challenge was integrating new training into daily practice.

Identifying factors that contributed to success

The principal wrote, "The additional personnel, working/reading with students on a daily basis was the key factor, coupled with the building-wide emphasis on reading." Small group instruction for all first, second, and third graders, four days a week, helped give individual attention to students, monitor their progress, and teach to their instructional level.

Individualized instruction via one-on-one tutoring helped students gain confidence in their reading skills and ability, and provided focused attention by a caring adult.

Continual, active communication of the staff was also a contributing factor in the program's success.

If you had to do it over again...

Provide a thorough training prior to beginning to work with students (regarding data collection, materials, what a typical tutoring session looks like, an introduction to the class and staff).

We would also increase the parent component of our program, offering something at the beginning, middle, and end of the year.

Feedback from tutors, parents, teachers, students

Students have made great gains. Feedback has all been positive and students are reading! Students' confidence has grown and their self concepts have improved.

There is increased parent support and more students are now reading at home.

All the students and staff feel this has been an extremely successful program.

Thanks to Kyra Aizstrauts for providing information about the ERII program at University Park Elementary School.

Results for University Park ERII students
Based on Scores Received on the
Woodcock Diagnostic Reading Battery

		Total Reading scores based on National Percentiles and corresponding Grade Equivalent scores					
Grade levels of students	**# students**	**Pre-test results**		**Post-test results**		**Actual Growth in GE Scores**	**Expected Growth in GE Scores**
		Median NP	**Average GE**	**Median NP**	**Average GE**		
First	17	9	K.4	47	1.8	+1.4	+0.6
Second	14	36	1.8	55	3.0	+1.2	+0.6
Third	14	38	2.6	69	4.2	+1.6	+0.6
Total	45	33	1.5	57	2.9	+1.4	+0.6

Scores are for students who had both a pre-test and a post-test score, and who were enrolled in the same school from October to April. Normal growth in the GE (grade equivalent) score from October to April is +0.6.

Distribution of Student Total Reading Scores

University Park-First Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
27	1	.2	.9	1.1	33	13
27	1	.8	.9	1.7	33	47
27	1	.8	.8	1.6	26	42
27	1	1.1	.9	2.0	35	64
27	1	1.2	.5	1.7	14	47
27	1	1.2	.1	1.3	7	22
27	1	1.3	.1	1.4	7	30
27	1	1.3	.3	1.6	9	40
27	1	1.4	.1	1.5	7	37
27	1	1.4	.5	1.9	14	60
27	1	1.4	.3	1.7	9	43
27	1	1.8	.0	1.8	4	52
27	1	1.9	.0	1.9	6	57
27	1	1.9	.7	2.6	19	83
27	1	2.0	.0	2.0	1	62
27	1	2.0	.1	2.1	7	69
27	1	3.2	.1	3.3	6	94

University Park-Second Grade

27	2	.4	1.5	1.9	25	27
27	2	.6	1.8	2.4	41	43
27	2	.7	1.7	2.4	33	42
27	2	.7	1.4	2.1	22	33
27	2	.8	1.8	2.6	39	48
27	2	1.0	1.7	2.7	33	53
27	2	1.2	2.1	3.3	53	72
27	2	1.3	1.4	2.7	21	53
27	2	1.4	2.2	3.6	58	79
27	2	1.4	1.4	2.8	23	56
27	2	1.4	1.7	3.1	33	67
27	2	1.6	1.8	3.4	39	70
27	2	2.7	2.0	4.7	47	93
27	2	2.9	2.0	4.9	48	94

Distribution of Student Total Reading Scores

University Park-Third Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
27	3	.1	2.5	2.6	36	25
27	3	1.0	2.2	3.2	28	41
27	3	1.1	2.7	3.8	42	56
27	3	1.2	2.4	3.6	33	50
27	3	1.3	3.2	4.5	56	72
27	3	1.3	3.4	4.7	63	77
27	3	1.3	3.1	4.4	50	69
27	3	1.7	2.8	4.5	44	72
27	3	1.9	2.2	4.1	28	63
27	3	2.0	2.6	4.6	38	74
27	3	2.0	2.6	4.6	38	74
27	3	2.4	1.7	4.1	11	63
27	3	2.5	1.9	4.4	17	69
27	3	2.7	2.9	5.6	46	87

Weller Elementary School

ERII Program Description

Recorded books made quite an impact on the students in the ERII program at Weller Elementary School. Reading fluency improved quickly for many students using materials from both the Marie Carbo recorded books (see Appendix C, pages 12-13 for more information) and books on tape available through Scholastic. Other kinds of books, flip charts, electro-boards, magnetic alphabet letters, alphabet dice, phonics cards, white boards, sentence strips, journals, flash cards for sight word games, and other reading games were used as well, but the use of recorded books was a primary means of extra reading guidance and practice.

Each child received 2.5 extra hours of reading instruction each week. Six tutors were hired to work about 3 hours per day in the afternoons. Students served in the ERII program were from primary grades 1-3. Instruction occurred either individually or in groups of not more than three students per tutor. A kindergarten teacher at the school served as the program coordinator.

Tutors were given a 30 minute planning time in which to select and prepare their materials for the tutoring lessons. Materials were housed and organized in the PTA/ community room. Tutoring sessions were held in quiet places outside of the classroom settings: in the audio-visual storage room and supply rooms.

Other school staff served as reading mentors for the students. It was not unusual to see the secretary, nurse, counselor, principal, or library associate reading with children. Students in the program were eager to learn to read better and worked enthusiastically with their tutors.

What are some of the key components of the program?

1. *Dependable, enthusiastic tutors.* Every day, tutors spent time planning their lessons and selecting materials to use with their students. During their 30 minute time period, tutors listened to recorded tapes with their students, read with them, directed their writing, played reading games, and documented their daily participation. The principal described the tutors as "dedicated, hard working, and caring." Having tutors work with either individuals, two students, or three students (maximum) worked very well.

2. *A certified teacher as the program coordinator.* Having a certified teacher in the building to answer tutors' questions, meet with them, discuss children and their progress, share ideas and give suggestions was a key component in the program's success. Other staff in the building were supportive as well.

3. *Excellent materials.* The Marie Carbo recorded books and Scholastic books on tape were an excellent choice for the program, and became the core of the reading program at Weller.

Staff development

For the teachers: Four teachers attended the Alaska Reading Institute in August. Information on learning styles was presented at staff meetings. The program coordinator used information from a Learning Styles Inventory given to ERII students, and shared them with teachers, parents, and tutors. During two in-building professional development days, the reading program was examined and evaluated.

For the tutors: Tutor training was provided on two afternoons before implementation of the program. Training was conducted by district staff, the teacher-coordinator, and the principal and covered reading research, theory, methods and strategies. In addition, bi-weekly meetings were held with the tutors to share ideas, model teaching strategies, and find answers to their questions.

It is hoped that more training will be offered on learning styles, especially on learning and practicing activities which address different learning styles.

Assessing Student Progress

At the beginning of the program, the coordinator met individually or with a small group of students to administer the *Learning Styles Inventory*. Results of the inventory were shared with teacher, tutors and parents.

A daily activity and participation log was kept by tutors and shared with classroom teachers to keep them up to date on student progress. Narrative reports from tutors were included with the second and third grade report cards and contributed to the conversation during the parent/teacher conferences.

Some classroom teachers used Scholastic assessment instruments associated with the Scholastic *Literacy Place*.

Teacher observation was used as an informal, on-going way to assess student progress, and was seen as being the most valuable measure of progress.

Overcoming challenges

Space and time were two major challenges for the principal and coordinator at Weller.

Finding a quiet, available space for tutors to work with children for an uninterrupted 30 minute block of time was not easy. The staff cooperated by not using the art supply room, curriculum supply areas, or audio-visual storage room during afternoon hours. Due to the intensive nature of the program and the requirement that students receive extra instruction daily, additional substitute tutors were trained by the coordinator.

Time for teachers and tutors to meet, plan, and discuss goals for the students was also a challenge. Planning time for tutors coincided with teacher prep times or recesses in order for the classroom teachers and tutors to meet.

Identifying factors that contributed to success

Having a certified staff member coordinate the program was a real important factor in the program's success.

The tutors were wonderful, and the individual attention given to the students really made a difference.

The purchase of Marie Carbo recorded books and Scholastic books on tape turned out to be of great value to the program.

If you had to do it all over again...

Schedule all ERII students from each classroom at the same time with several tutors rather than serving them at two or three different times with one tutor.

Allow for more flexible tutoring times.

Develop an in-district transfer form to send to the receiving school when a child leaves Weller, informing them of the child's involvement in the reading program.

Feedback from tutors, parents, classroom teachers, students

The school has received written letters, comments and phone calls about the program and all have been positive.

Parents and teachers comment that the children's self confidence, comprehension, sight word recognition, and fluency have improved. Parents are stating that their children love the program and don't want to miss school!

Thanks to Louise Anderl and Peggy Carlson for providing information about the ERII program at Weller Elementary School.

Results for Weller ERII students
Based on Scores Received on the
Woodcock Diagnostic Reading Battery

Grade levels of students	# students	Total Reading scores based on National Percentiles and corresponding Grade Equivalent scores					
		Pre-test results		Post-test results		Actual Growth in GE Scores	Expected Growth in GE Scores
		Median NP	Average GE	Median NP	Average GE		
First	16	22	K.7	60	1.9	+1.2	+0.6
Second	16	32	1.6	52	2.7	+1.1	+0.6
Third	14	34	2.4	43	3.6	+1.2	+0.6
Total	46	30	1.5	50	2.7	+1.2	+0.6

Scores are for students who had both a pre-test and a post-test score, and who were enrolled in the same school from October to April. Normal growth in the GE (grade equivalent) score from October to April is +0.6.

Distribution of Student Total Reading Scores

Weller - First Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
11	1	.5	.9	1.4	22	30
11	1	.5	1.0	1.5	25	33
11	1	.7	.6	1.3	17	20
11	1	.9	.6	1.5	17	35
11	1	1.0	.9	1.9	33	60
11	1	1.0	.5	1.5	8	37
11	1	1.1	.8	1.9	24	60
11	1	1.1	.9	2.0	33	62
11	1	1.2	.7	1.9	11	60
11	1	1.2	.8	2.0	28	62
11	1	1.3	.1	1.4	6	32
11	1	1.3	.7	2.0	21	64
11	1	1.5	.9	2.4	22	77
11	1	1.8	.3	2.1	9	66
11	1	1.9	.3	2.2	9	71
11	1	2.2	1.0	3.2	38	93

Weller - Second Grade

11	2	.2	1.9	2.1	44	29
11	2	.5	1.5	2.0	25	28
11	2	.5	1.6	2.1	32	31
11	2	.6	1.5	2.1	28	31
11	2	.7	1.2	1.9	13	24
11	2	.7	1.8	2.5	38	43
11	2	.8	1.9	2.7	42	48
11	2	1.2	1.7	2.9	31	53
11	2	1.3	1.6	2.9	31	53
11	2	1.4	1.9	3.3	42	68
11	2	1.4	1.8	3.2	39	65
11	2	1.5	1.3	2.8	17	50
11	2	1.5	1.6	3.1	29	59
11	2	1.5	1.7	3.2	33	65
11	2	1.5	1.7	3.2	33	65
11	2	1.7	1.4	3.1	20	59

Distribution of Student Total Reading Scores

Weller-Third Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
11	3	.3	2.4	2.7	31	23
11	3	.4	2.1	2.5	24	18
11	3	.6	2.5	3.1	35	32
11	3	.7	2.5	3.2	35	37
11	3	.8	2.8	3.6	44	45
11	3	.9	2.7	3.6	42	45
11	3	1.0	2.4	3.4	33	41
11	3	1.3	2.0	3.3	21	39
11	3	1.3	2.0	3.3	21	39
11	3	1.4	2.7	4.1	42	57
11	3	1.4	2.8	4.2	44	60
11	3	1.7	2.1	3.8	23	50
11	3	2.1	2.5	4.6	30	69
11	3	2.3	2.6	4.9	38	75

Woodriver Elementary School

ERII Program Description

At Woodriver Elementary School this year, eight former teachers came out of retirement to serve as tutors for the ERII program. Using high interest materials, students progressed in their reading skills under the guidance of tutors who brought with them a background filled with teacher training, strategies and techniques, and student management skills. Tutoring was provided to targeted students in the ERII program, either one-on-one or in small groups of 3 or 4 students. "In these settings", wrote the principal, "students feel less threatened and take more risks with their reading than they would otherwise." Sessions lasted 30 minutes daily.

The task of coordinating the program was shared, with one tutor acting as coordinator for primary grades and another for intermediate grades. Primary groups focused on decoding skills, phonics, blending, choral reading and writing skills. Intermediate tutors focused more on content area, comprehension, study skills and strategies. Shoebox libraries were purchased for primary students and SRA kits for intermediate, but most of the materials used for tutoring came from the classrooms.

Most children who participated in the program received instruction during the school day. Six children were tutored after school. If scheduling conflicts arose or if sessions had been missed, students occasionally spent time with their tutor during recess.

What were some of the key components of the program?

1. *Small group/individual instruction on a daily basis.* Tutoring took place for 30 minutes every day. Students who were participating in the after-school tutoring program

received instruction for 45 minutes per session. All tutoring in reading was in addition to the reading instruction being provided in students' classrooms. The extra time spent in focused, individualized reading instruction was a key factor in the program's success. The principal commented that information provided by the district's reading assessment, the Woodcock Diagnostic Reading Battery, allowed the tutors to plan instructional activities to strengthen areas showing deficits.

2. *Experienced tutors.* The principal and staff strongly supported the ideas of recruiting retired teachers to conduct the program for students. The one tutor who was not a retired teacher had completed his methods and student teaching at Woodriver and was familiar with the children. The expertise of the trained teacher/tutors proved extremely valuable and required less training, less supervision, and resulted in a higher level of confidence for the staff.

Staff Development

For the teaching staff: Three intermediate teachers attended a reading strategies workshop. Some staff members participated in the Australian First Steps training.

For tutors: All tutors attended a training titled "Developing Strategic Readers Through One to One Tutoring." The workshop was sponsored by the Comprehensive Regional Assistance Center and Southeast Regional Resource Center. This training was described as excellent, especially for teachers/tutors of students in the primary grades. Because all tutors had formal teacher training, not a lot of extra training was needed.

Assessing student progress

Several methods were used to assess student progress at Woodriver. The tutors used "running records" from oral reading passages and the California Diagnostic Reading

Test. Oral reading samples were taken at the beginning of the program in October and again in April. Running records proved valuable for use with younger students and tape recordings were found to be a quality assessment tool for older students.

Overcoming challenges

At the beginning, getting information regarding hiring, salaries, and hours was a challenge. Recruiting qualified tutors and finding space in the building for them to work with small groups was also a challenge. At times there were scheduling conflicts between tutor schedules and activities occurring in the regular classrooms.

Identifying factors that contributed to success

A supportive staff and competent tutors were key factors in the success of the ERII program at Woodriver.

The consistent, daily instruction tailored to meet individual needs contributed to the program's success.

If you had it to do all over again...

The principal commented that having eight additional people in the building was a lot of extra management and coordination, and that perhaps fewer tutors would be better. One idea would be to hire one tutor to work with primary students and one to work with intermediate students.

Feedback from tutors, parents, classroom teachers, students

The feedback the principal and staff have received at Woodriver has all been positive.

Teachers report that children are more confident, they are doing better with spelling, vocabulary and oral reading.

Students enjoyed participating in the program. They ask to borrow reading materials.

Parents have been very supportive of the program.

Thanks to Jim Gillis for providing information about the ERII program at Woodriver Elementary School.

Results for Woodriver ERII students
Based on Scores Received on the
Woodcock Diagnostic Reading Battery

		Total Reading scores based on National Percentiles and corresponding Grade Equivalent scores					
Grade levels of students	**# students**	**Pre-test results**		**Post-test results**		**Actual Growth in GE Scores**	**Expected Growth in GE Scores**
		Median NP	**Average GE**	**Median NP**	**Average GE**		
First	18	9	K.4	41	1.6	+1.2	+0.6
Second	12	25	1.5	48	2.6	+1.1	+0.6
Third	13	26	2.3	46	3.6	+1.3	+0.6
Fourth	4	41	3.5	55	4.8	+1.3	+0.6
Total	47	23	1.4	45	2.7	+1.3	+0.6

Scores are for students who had both a pre-test and a post-test score, and who were enrolled in the same school from October to April. Normal growth in the GE (grade equivalent) score from October to April is +0.6.

Distribution of Student Total Reading Scores

Woodriver-First Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
28	1	.5	1.1	1.6	52	42
28	1	.9	.3	1.2	9	15
28	1	1.0	.3	1.3	10	20
28	1	1.0	.7	1.7	22	47
28	1	1.1	.3	1.4	9	30
28	1	1.1	.0	1.1	6	11
28	1	1.1	.7	1.8	21	52
28	1	1.2	.8	2.0	28	62
28	1	1.3	.1	1.4	7	30
28	1	1.3	.5	1.8	13	48
28	1	1.3	.3	1.6	9	40
28	1	1.3	.0	1.3	6	22
28	1	1.4	.3	1.7	9	45
28	1	1.4	.1	1.5	7	35
28	1	1.4	.5	1.9	13	55
28	1	1.5	.1	1.6	6	38
28	1	1.6	.1	1.7	6	43
28	1	1.6	.1	1.7	6	47

Woodriver-Second Grade

28	2	.5	1.7	2.2	33	38
28	2	.6	1.1	1.7	7	18
28	2	.7	1.5	2.2	25	37
28	2	.8	1.7	2.5	35	45
28	2	.8	1.7	2.5	36	47
28	2	.8	1.4	2.2	22	37
28	2	1.0	1.6	2.6	29	48
28	2	1.3	1.5	2.8	25	56
28	2	1.4	1.4	2.8	24	56
28	2	1.5	1.7	3.2	33	70
28	2	1.9	1.4	3.3	23	72
28	2	1.9	1.2	3.1	13	64

Distribution of Student Total Reading Scores

Woodriver-Third Grade

Sch	Grade	Growth	Pre-GE	Post-Ge	Pre-%ile	Post-%ile
28	3	.3	2.5	2.8	36	31
28	3	.7	1.5	2.2	7	16
28	3	.8	2.1	2.9	24	33
28	3	.8	2.0	2.8	21	31
28	3	1.0	2.4	3.4	31	46
28	3	1.0	1.9	2.9	16	33
28	3	1.0	2.1	3.1	23	39
28	3	1.4	3.2	4.6	56	74
28	3	1.6	2.6	4.2	38	66
28	3	1.8	2.2	4.0	26	60
28	3	1.9	2.7	4.6	42	74
28	3	2.0	2.1	4.1	24	63
28	3	2.3	2.3	4.6	29	74

Woodriver-Fourth Grade

28	4	.8	3.6	4.4	41	45
28	4	1.1	3.1	4.2	30	43
28	4	1.6	3.6	5.2	41	65
28	4	1.8	3.6	5.4	41	68

Appendix B

Samples of record keeping forms developed by school staff

Shared by the staff at Crawford Elementary School

Student Name: ______________________ **Teacher:** ______________

Date: 25 Jan 99

Today we read: ______________________ from ____ page to ____ page.
SRA color: Blue #2

Reading Skills

Word Attack	Few Errors	Some Errors	Many Errors
Fluency	Smooth w/ expression	Smooth w/o expression	Choppy
Comprehension	Inferences & Conclusions	Details Only	Not a Clue
Attitude	Excellent	Good	Poor

Notes: ____

Date: 27 Jan 99

Today we read: Aliens from 29 page to 43 page.
SRA color: ______________

Reading Skills

Word Attack	[✓ Few Errors]	Some Errors	Many Errors
Fluency	Smooth w/ expression	[✓ Smooth w/o expression]	Choppy
Comprehension	[✓ Inferences & Conclusions]	Details Only	Not a Clue
Attitude	[✓ Excellent]	Good	Poor

Notes: [redacted] still doesn't read with very much Expression but he is able to talk about what's happening in the story with lots of expression.

Tutoring Session Log

Student:____________________ Tutor: R / Sub Date:______________

Familiar material chosen: 1. ________________________

2. ________________________

3. ________________________

Running Record Selection: ___________________________
(previous days new book/pages)

Interactive Writing Sentence:

____

Boxed word/words: __________ ___________ ____________
(as appropriate)

Other letter work or concepts discussed:

New book/ selection: ___________________________________

Teacher generated tasks:

Other Comments:

Shared by the staff at Joy
Elementary School

[redacted]

Appendix B - Page 3

Date ____________

Monthly Reflection for ____________________

Classroom Teacher ____________________

ERII Tutor ____________________

Concerns about behavior or attendance: ____________________

____

____

Overall skills worked on this past month:

____

____

Current book(s) being used: ____________________

Goals for next month: ____________________

____

____

____

Meeting attended by: ____________________

____

Shared by the staff at Pearl Creek
Elementary School

Child's Name:

Date: **Minutes:**
Book:
Sentence:
Focus of Sentence:
Spelling Words:
Comments:
Goal for next session:

Date: **Minutes:**
Book:
Sentence:
Focus of Sentence:
Spelling Words:
Comments:
Goal for next session:

Date: **Minutes:**
Book:
Sentence:
Focus of Sentence:
Spelling Words:
Comments:
Goal for next session:

Date: **Minutes:**
Book:
Sentence:
Focus of Sentence:
Spelling Words:
Comments:
Goal for next session:

Shared by the staff at Pearl Creek
Elementary School

SPRING INTO READING....

BUGS, BASEBALL, AND BOOKS!!

COME JOIN US FOR A 2ND NIGHT OF FAMILY READING!!

TUESDAY, MAY 4, 1999
FROM 6:00 – 7:30
TICASUK ELEMENTARY SCHOOL

Featuring a variety of fun and informative activities, including:

- ☺ Reading in the kitchen
- ☺ **READING WITH THE NEWSPAPER**
- ☺ Summer reading fun at the Borough Library
- ☺ Play ball with reading
- ☺ **Internet scavenger hunt**
- ☺ **Make a creepy crawly bookmark**
- ☺ **LEARN AND EARN AND A COOL BOOK**
- ☺ Invent a bug
- ☺ **Sports book wax museum**
- ☺ **Library scavenger hunt/book search**
- ☺ Storytelling by Vicki Andrews & Marsha Trainor

Each Person participating in three or more activities qualifies for the **DOOR PRIZE DRAWING** at 7:30!!

Please . . . all children must be accompanied by their parent(s)!

Appendix C

Information about reading programs and reading strategies used in ERII programs

- Australian First Steps
- Lindamood Bell
- Story Grammar
- Reading Recovery
- Marie Carbo Recorded Book Method

first steps™ is a literacy resource developed by the Department of Education in Western Australia over the last ten years. They have partnered with Heinemann Publishing Company to print their materials and to offer training to teachers in this country.

The main features of ***first steps™*** are:

- developmental continua that use information from formal and informal assessments to define student needs and progress in four strands (reading, writing, oral language, and spelling);
- teaching strategies and resources linked to specific phases of development as defined by the the continua; and
- staff development / training for collaborative and appropriate use by the teaching staff.

first steps™ is designed for flexible use:

- teachers continue using whatever objectives, curriculum, teaching guides, and student materials are already in place in the school and district;
- the phases defined in the develomental continua span a lifetime, and so they can be appropriately used in grades k-12;
- the teaching strategies and resources are intended for use throughout the school day, integrating literacy into not only language arts instruction but also social studies, science, math, etc.
- the materials, strategies, and resources can assist teachers in choosing the most appropriate instructional activities among many that may be suggested for any particular lesson in their basal/anthology series and published texts;
- individual teachers, an entire grade level, or a whole school can use the continua and resources effectively.

Through Title I funding, I participated last winter in a two week training workshop presented by ***first steps™*** teachers from Australia. The workshop, sponsored by Heinemann, was organized through the Anchorage School District and cost $3000 plus expenses. Approximately thirty Alaskan educators participated; completion of the workshop certified each participant to train teachers or schools in the use of ***first steps™***. Another workshop in Alaska is planned for ________________. However, anyone can purchase the materials through Heinemann (approximately $60 per teacher). Further training is required to receive permission to train others to become trainers.

* Awareness sessions about ***first steps™*** were offered to elementary teachers at our district in-service in April 1998. Elementary principals were invited to some introductory training at a special session in May 1998. More awareness and introductory activities were offered in ***first steps™*** sessions at the Reading Institute in August. A half-day session on the Reading strand was presented to Denali Elementary School staff August 27.

Response to the limited presentations has been very positive. The following school principals have requested ***first steps™*** training for their staff, either at in-service days (if they are available) or through after-school/weekend sessions (or even credit courses): Nordale, Crawford, Denali, University Park, Badger, and Ticasuk Brown. Individual interest has also been expressed by teachers at Wien, Ladd, and Pearl Creek. Most schools are looking at the Reading strand, Hunter may be considering the ***first steps™*** writing strand, and the Oral Language strand would be useful to many.

Training for each strand is recommended for two days. A training outline for school based courses is attached. At this time, I have been giving priority to scheduling requests from Title I schools.

Information provided by Terri
Morrison from the Title I Office of
Special Programs

Lindamood Bell Processes

The Lindamood Phoneme Sequencing (LiPS) Program is a multi-sensory, concrete, sequential approach to reading and writing. The reading process requires the integration of four primary functions: 1) phonetic processing, 2) sight word recognition, 3) contextual constraints / oral vocabulary, and 4) imagery for comprehension. Components of the program address each of these four functions as well as remediating problems occurring in the following areas:

- phonemic awareness
- auditory processing
- visual processing
- short term memory weaknesses
- reading fluency
- writing fluency
- decoding
- encoding

The LiPS Program may be presented either as a complete reading program or as a concurrent supplement to an ongoing reading program.

For more information regarding the program, contact the Lindamood Bell Processes Corporate Headquarters at 1-800-233-1819 or at the web site at www.lblp.com.

Story Grammar

A story grammar is a charted outline that summarizes main story events, settings and characters. Authors carefully structure their writing. Readers who perceive the structure of a reading selection are better able to construct meaning and identify important ideas and events. Story grammar develops students' "sense of story" by acquainting them with a structure that outlines most stories. By charting the structure students reflect on basic story parts or elements and on the interrelationships among the elements. Students can use story grammars to organize ideas during reading and for writing narrative compositions at all grade levels.

Purposes

- to improve students' comprehension of literary selections by providing them with a predictable story structure
- to develop an understanding that a story is a series of connected events related to a central idea

Procedure

Simple Story Grammar:

- Introduce this strategy using a story that is familiar to all students.
- Display a simple story grammar or grid such as:
    - Beginning
    - Middle
    - End.
- Read the selection to students.
- Invite students to respond to the story.
- Have students recall the story events and determine which events were part of the story beginning, middle and end.
- Fill in the grid by listing suggested events under each label.
- Repeat this procedure with a new story.

Extended Story Grammar:

- Once students are familiar with a basic story structure, the following elements should be introduced gradually:
    - Beginning
    - Setting
    - Characters
    - Events or problems
    - Ending or resolution.
- Introduce a more complex story grammar by reading a story to students, stopping at appropriate intervals and encouraging listeners to discuss various story elements.
- Have students identify the information or events presented by the author in that part of the story and have them make predictions for what will come next.
- Compare and verify predictions with the text.

NEXUS: Relationships

- Diagrams, maps or flow charts could be used to depict story components and the relationships among these components.
- Discussions should take place before, during and after diagramming or charting the story.

NEXUS: Relationships

- Discussions should increase students' awareness of the cause and effect relationships of story events.

Assessment

- Monitor students' developing sense of story structure.
- Observe students' incorporation of story elements and sequence in their writing, book talks, storytelling, puppetry and dramatic play.
- Note students' knowledge of story structure and their ability to apply their knowledge of story characters and events to complete passages or sentences during modified cloze procedures.

Teacher Note:

- Introduce terminology of story grammars gradually when discussing literature selections.
- Display a completed story grammar in the classroom for students' referral during reading and writing activities.
- Students' predictions of story grammar elements should be accepted without evaluation.
- Teachers should be aware that cultures and societies may structure stories in unique ways. For example, some Aboriginal stories do not have a clearly defined ending or conclusion.
- Frequent modelling, guided practice and discussion of this strategy will be required in all classrooms to enable students to apply a knowledge of story grammars to their reading and writing experiences.

What Students Learn about Language and Literature

- Many stories have an obvious structure which frequently includes an identifiable beginning, middle and ending.
- Awareness of this structure helps to comprehend stories written by others and to organize ideas for writing.
- All writers manipulate story elements and language to suit their purposes.

Adaptions and Applications

- Construct a **modified cloze** text by deleting one or more parts from a familiar story. Deleted parts will vary in length. Initially, students may wish to discuss what kinds of information and what quantity of detail would complete the story. Students could complete the story collaboratively or individually. Use this strategy with new stories to assess students' sense of story structure.

- Separate a story into parts or segments. Copy each segment onto paper strips or separate pages. Scramble the parts. Have students apply their sense of story structure by reading and sequencing the parts.
- Provide story skeletons or frames to assist students' story writing efforts.
  Sample story frame:
  This story begins when ____________________
  After that, ________________________________
  Then, ______________________________________
  The story ends with or when, or the problem is solved when
  ____
- Students could use story grammars as outlines for storytelling or **book talk** activities.

NEXUS: Relationships

- **Story mapping** and **webbing** activities also illustrate the interrelationships among ideas and events.

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What is Reading Recovery?

Program Overview

It hardly seems possible that a six- or seven-year-old could be at risk of failure, but that is exactly what happens to some first graders. They experience confusion, frustration, and anxiety over something that is fairly natural for most children: learning how to read. In a few short but critical months, educational life passes them by, and they begin a pattern of thinking that tells them they can't be successful in school. Many of these "at-risk" children quickly fall behind their classmates and require expensive long-term remedial help. Some never learn to read.

Program for Children

Reading Recovery stops the clock for at-risk children by giving them a chance to succeed before they enter this cycle of failure. Children are selected for the program based on authentic measures of assessment and teacher judgement. Their regular classroom instruction is then supplemented with daily, 30-minute, one-to-one lessons with a specially trained teacher for 12-20 weeks.

The lessons consist of a variety of reading and writing experiences designed to help children develop effective strategies for reading and writing. Instruction continues until the child can read at or above the class average *and can continue to learn without later remedial help.* The student is then "discontinued" from the program, providing the opportunity for another child to become an independent reader.

Over 150,000 children have benefited from Reading Recovery since its introduction to North America in 1985. Almost 85% of the children who have completed a Reading Recovery program have become independent readers. Longitudinal studies conducted in New Zealand and the United States show that Reading Recovery helps a large majority of low-progress readers to achieve continued reading success.

Program for Educators

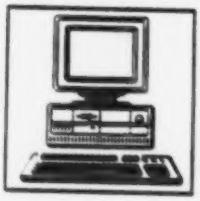
The remarkable progress that children make in Reading Recovery demonstrates that reading failure is not a foregone conclusion for at-risk students. The key to success for such children is specialized teaching that will enable them to improve quickly—before they are labeled as failures—without disrupting their regular classroom curriculum.

In Reading Recovery, teacher training begins with a year-long curriculum that integrates theory and practice and is characterized by intensive interaction with colleagues. Following the training year, teachers continue to develop professionally through ongoing interaction with their colleagues and instructors. Teachers in training teach

Components of Reading Recovery in North America

Program for Children

Children from the lowest 20% of their class receive intensive one-to-one instruction for 30 minutes daily. After 12-20 weeks, most attain an average or better reading level and require no further help.

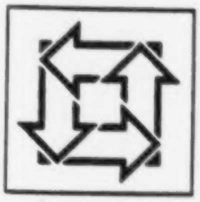


Research and Evaluation

Reading Recovery is a data-based intervention. Numerous individual studies support the program's success, and ongoing data collection for every child served in North America ensures program integrity.

Program for Educators

Reading Recovery educators participate in a full year of university-based training, followed by extensive continuing coaching at the local, regional and national levels.



Network Activities

Reading Recovery educators, administrators, and institutions form an early literacy network dedicated to making it possible for all children to become literate. Network activities include research, publications, and professional development.

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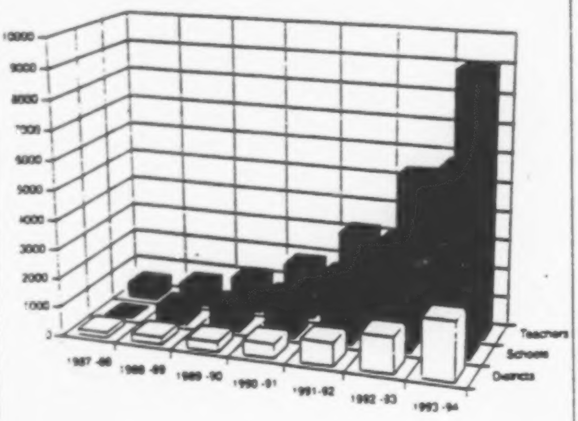
children in front of their colleagues and get feedback on their practice. Thus they reflect on their professional task in the light of literacy theory and peer critique over an extended period of time. Reading Recovery teachers in training become literacy experts with keen observational skills and a repertoire of intervention strategies that can be tailored to meet the individual needs of at-risk students.

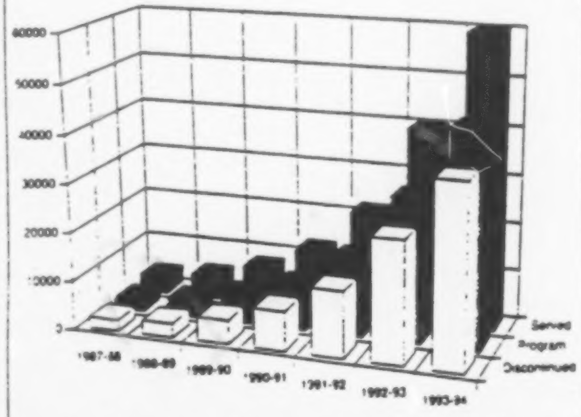
Reading Recovery as a System Intervention

As the scope of the instructional program suggests, Reading Recovery is not a teaching methodology that can be packaged and delivered through a set of materials, a workshop, or a series of courses. Reading Recovery is instead a "system-wide intervention that involves a network of education, communication, and collegiality designed to create a culture of learning that promotes literacy for high-risk children" (Lyons, Pinnell & DeFord, 1993, p. 2).

Reading Recovery Teachers, Schools, Districts, 1987-94



Reading Recovery Children, 1987-94



1993-94 figures are estimates. See page 7 for definitions of participants.

The program is adopted by entire school districts or groups of school districts that have made a long-term commitment to early literacy intervention. These Reading Recovery "sites" send an experienced teacher to one of 23 university "regional training centers" in North America for a year of full-time training. Following the training year, these trained "teacher leaders" return to their home district and work full-time teaching children, training teachers in Reading Recovery, and performing other duties related to the maintenance of a site.

The benefits of adopting Reading Recovery extend well beyond the success of individual at-risk students who complete the program. The results achieved by the teachers and children involved in Reading Recovery demonstrate for the entire district the impact that powerful teaching can have on low-progress children. Through interaction with Reading Recovery teachers, classroom teachers often begin to construct new theories about how children learn—theories that tend to carry over into classroom instruction.

Many districts that have adopted Reading Recovery have enjoyed the additional benefit of lower costs for special services. Reading Recovery has been shown to reduce the rate of retention, special education placements, and remediation beyond first grade. And no time is lost delivering the services that will effect these changes. At most sites, teachers undergo training outside of regular school hours, and they actually begin working with students as the training begins.

Reading Recovery as a Network of Educators and Institutions

Institutions and educators that have adopted Reading Recovery form an extensive network to support early literacy. In 1993-94, the Reading Recovery network included 5,657 schools, 1,890 district level sites, and 23 universities. The staffs of these institutions include almost 9,000 educators, including 8,344 classroom teachers, 400 teacher leaders, and 33 university faculty. These individuals and institutions work together to preserve the integrity of Reading Recovery and improve its effectiveness as an early intervention program in North America.

Program History

Reading Recovery was developed by New Zealand educator and psychologist Dr. Marie M. Clay, who

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conducted observational research in the mid-1960s that enabled her to design techniques for detecting early reading difficulties of children. In the mid- 1970s, she developed Reading Recovery procedures with teachers, and tested the program in New Zealand. The success of this pilot program led to the nationwide adoption of Reading Recovery in New Zealand in the early 1980s.

The New Zealand program was monitored closely by a group of researchers at The Ohio State University who were looking for alternatives to traditional remedial reading programs. In 1984-85, funding was made available to implement Reading Recovery at The Ohio State University. Reading Recovery was implemented in the Columbus Public Schools the following year, and throughout Ohio in 1985-86.

In 1987, the U.S. Department of Education's National Diffusion Network (NDN) selected Reading Recovery as a developer/demonstrator project and provided funding to help disseminate the program to school districts in other states. Four educators from outside Ohio received training at The Ohio State University during the 1987-88 academic year. They returned to their home states the following year to begin serving children and training teachers.

In 1988, Reading Recovery expanded into Canada with a site at Scarborough, Ontario. In 1993-94, Reading Recovery sites operated in four Canadian provinces, 43 U.S. states, and the District of Columbia. An estimated 60,000 North American children will be served in the 1993-94 academic year by Reading Recovery educators.

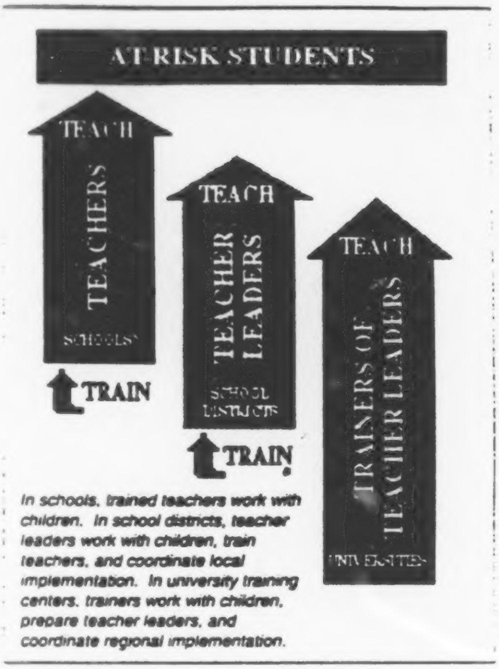
The Reading Recovery Lesson

In schools where Reading Recovery has been implemented, trained teachers use their judgment and a battery of six measures called the "Observational Survey" to select the at-risk children from the lowest-achieving children in their classrooms (see page 8 for a description of the Observation Survey). In addition to regular classroom reading instruction, these children receive one-to-one planned lessons for 30 minutes each day.

The first two weeks of each child's program are designed to develop the student's strengths. This period, referred to as "roaming the known," is comprised of a variety of literature-based activities that build the child's confidence and establish a rapport between teacher and child. The teacher uses this time to learn about the child's abilities and build a foundation for the individualized lessons that will follow.

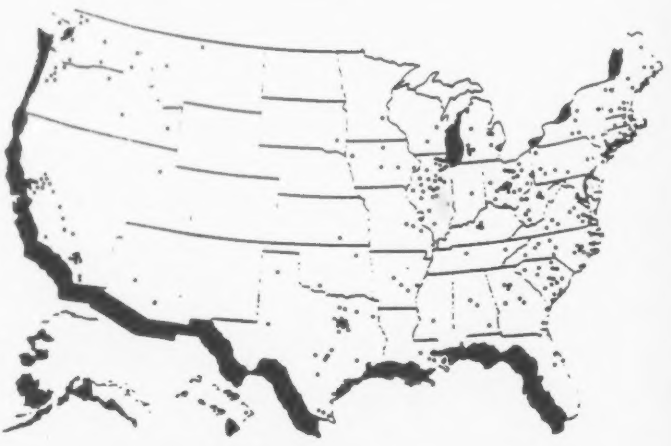
The Reading Recovery Network in North America

Is a cooperative effort among institutions and educators . . .



In schools, trained teachers work with children. In school districts, teacher leaders work with children, train teachers, and coordinate local implementation. In university training centers, trainers work with children, prepare teacher leaders, and coordinate regional implementation.

. . . that extends throughout North America



Canadian Sites: Scarborough, Ontario; Halifax, Nova Scotia; Saint John, New Brunswick; St. Stephan's, Newfoundland

Each lesson includes five components:

- Reading many known stories,
- Reading a story that was read once the day before,
- Writing a story,
- Working with a cut-up sentence, and
- Reading a new book that is read independently the next day.

During these holistic reading and writing activities, the teacher provides just enough support to help the child develop the effective strategies that independent readers use. In Reading Recovery, this level of teacher assistance is referred to as a "scaffold" that supports the process through which children learn to predict, confirm, and understand what they read. Writing opportunities are essential to develop strategies for hearing sounds in words, representing messages, and for monitoring and checking their own reading and writing.

Characteristics of Reading Recovery Lessons

•Individualized Instruction

Many early literacy programs try to move at-risk children along an artificial literacy continuum by teaching skills that somehow "add up" to good reading and writing. In contrast, Reading Recovery teachers carefully observe each student "as a reader and writer, with particular attention to what the child can do within the processes of reading and writing" (Clay, 1993, p. 7).

By working from the unique knowledge base of at-risk students in a one-to-one lesson format, Reading Recovery teachers move well beyond the traditional "skills and drills" approach associated with remedial reading programs. While the parts of the lesson are the same on most days, "the particular books read, the messages written, and interactions the teacher has with the child are individually crafted to meet the needs of the particular student. Thus each lesson and the path of progress for each child are different" (Lyons et al., 1993, p. 5).

•Working with Books and Stories

As often as possible, Reading Recovery students work in the context of an entire book or a complete story, rather than with unconnected sentences or word lists. By reading and writing continuous texts, children learn to use many different aspects of printed text—including letters, words, sentences, and pictures—to understand complete stories, just as successful readers do. Each lesson is organized "so that students, no matter how inexperienced they are with print, will be able to act like readers and writers. They learn to read fluently, using the phrasing

Thirty Minutes of Reading Recovery...

1. Reading Known Stories

The child is able to orchestrate complex strategies, while the teacher supports the overall meaning of the story.

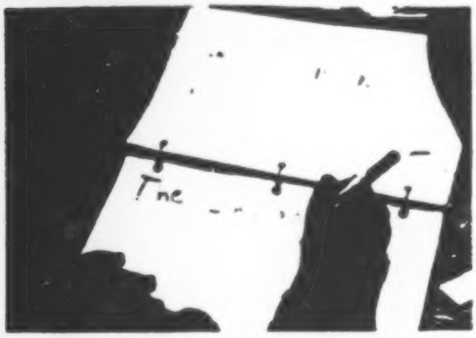
2. Reading a Story That Was Read Once the Day Before

The child reads yesterday's new book independently while the teacher notes "in-process" reading behaviors. The teacher records important information to be used in making instructional decisions, selecting teaching points to be used after the reading.

Materials provided at the Alaska Reading Institute, August 1998

Photos courtesy of Diane E. DeFord. Text adopted from "Partners in Learning" (Lyons, Pinnell, and DeFord, 1993).

3. Writing a Story



The child composes a message about a book read or a personal experience. Through joint problem solving, the child and teacher work together to write the message. The child writes as independently as possible.

4. Working with a Cut-up Sentence

After writing the story, the sentence is written on a sentence strip and cut up. The child uses knowledge of the sentence to search and monitor for cues while reassembling the message.

5. Reading a New Book

The teacher introduces a new book, providing a framework for the meaning and language structures the child will meet. This book should offer a little bit more challenge than previous books read in the lesson, but be well within the child's reach.

that good readers use, to write messages, and to look at print" (Lyons et al., 1993, p. 5).

•Accelerated Learning

The goal of Reading Recovery is accelerated learning. Each child is expected to make faster than average progress so that he or she can catch up with other children in the class. The majority of Reading Recovery children typically reach an average reading level after 12-20 weeks of daily instruction. During this period, they continue to work in the regular classroom for all but 30 minutes each day.

•Work from strengths

Accelerated learning is possible because Reading Recovery teachers base their instruction on careful observation of what each child already knows about reading and writing. This approach creates efficiency, as the individualized instruction that follows "will work out these strengths and not waste time teaching anything already known" (Clay, 1993, p. 3).

•Independent Learning

The goal of Reading Recovery is not just to improve the reading and writing ability of at-risk children, but to help them learn how to continue improving on their own, so that later remediation is unnecessary.

With the assistance of their Reading Recovery teacher, children learn the strategies that good readers use to solve their reading problems "on the run" while reading real books. Reading Recovery instruction continues until the child has a self-extending system for literacy learning. Only then is the student "discontinued" from the program, providing an opportunity for another child. In 1992-93, Reading Recovery teachers provided instruction for 37,108 children in North America (an average of more than 13 children per full-time equivalent position). Some children were lost because of mobility and other factors, but of those who received a minimal number of lessons, 83% were successfully discontinued. The 17% who completed a full program but did not discontinue made substantial progress in reading and writing (see table at the bottom of page 11).

Professional Development in Reading Recovery

Accelerated learning for at-risk children is impossible without experienced, highly skilled teachers who are expert at observing children and making the moment-to-

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Carbo Recorded-Book™ Method

1. Use books recorded above students' reading level.
2. Recording should be done:
   - at a slow pace
   - in short phrases
   - with good expression
   - in small amounts
3. Use the CRB method with beginning readers, poor readers or slow learners.

Notes:

Procedures for Student

1. **The student listens to recording while looking at the written material—usually one to three times.**
2. **Soon afterward (within about 30 minutes), the student reads recorded portion of the written material (or a small part of it), aloud to a teacher, an aide, a peer, etc., and discusses the passage.**

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Resource from NRSI:

Book: *How to Record Books for Maximum Reading Gains* by Marie Carbo and sample recorded books

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How to Record Books For Maximum Reading Gains

Description of the Method

The recorded book method is simple, inexpensive and can be incorporated into any reading program. This method of recording differs from others in that *very* small amounts of text are recorded on one tape side, at a slower-than-usual pace, with good expression. This procedure has enabled even the poorest readers to master, and read back fluently, passages that are well above their reading level. Any reading material that is of interest to the student can be recorded. The length of the recorded text, and the reading rate of the person recording, depend on four factors described later. The student listens repeatedly to the brief passage, and then reads that passage, or a portion of it, aloud to the teacher, preferably within a few minutes.

What the Recordings Do For the Student

The slow recordings synchronize for the reader the spoken words with the printed text, while the repetition of small amounts of text greatly facilitates word retention. The short, natural phrases translate the printed page into meaningful segments; and the pauses help to increase word recognition and comprehension. In effect, the person who records the passage sets the pace for the reader, in much the same way as a metronome does for a musician. The tape recording provides a good, clear speech model. As discussed in Chapter 1, for children with low language proficiencies, and/or impaired speech or phonological disorders, this model can be crucial. Many children have improved in both their speech patterns and in their writing ability after working with the book tapes for a few months. Well-written texts that are of great interest to students have produced the largest gains.

The recorded book method has been particularly effective with youngsters who have difficulty learning with phonics, and with older students and adults who are "turned off" to reading. Most students experience quick success, which builds their self confidence, and sharply increases their motivation to learn to read. The recordings enable older students and adults to read material on their language-comprehension level, and helps them to integrate the rhythm, rate and natural flow of language so necessary for good comprehension.

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